



CONFERENCE ON CHIFFS' COLLEGES.

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# REPORT OF THE PROCEEDINGS

HELD IN AJMER,

*From the 11th to the 16th March 1904.*



AJMER:  
PRINTED AT THE RAJPUTANA MISSION PRESS.  
1904.



No. 56 of 1904.

*Dated Abu, 5th April 1904.*

FROM

THE HONORABLE MR. A. H. T. MARTINDALE, C.S.I., I.C.S.,  
AGENT TO THE GOVERNOR-GENERAL FOR RAJPUTANA.

TO

THE SECRETARY TO THE GOVERNMENT OF INDIA,  
FOREIGN DEPARTMENT.

SIR,—

IN continuation of my telegram No. 897-C., dated 17th March 1904, I have the honour to submit for the consideration and orders of the Government of India, the following report of the proceedings of the Conference recently held at Ajmer, in accordance with the instructions conveyed in your letter No. 306-I.A., dated 22nd January 1904.

2. The names of the members of the Conference are given below :—

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President.

THE HONORABLE MR. A. H. T. MARTINDALE, C.S.I., I.C.S.,  
*Agent to the Governor-General, Rajputana.*

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Official Members.

- (1) THE HONORABLE MAJOR HUGH DALY\*, C.S.I., C.I.E., I.A., *Agent to the Governor-General for Central India.*
  - (2) LIEUTENANT-COLONEL T. C. PEARS, I.A., *Resident in Jaipur, Rajputana.*
  - (3) LIEUTENANT-COLONEL W. KENNEDY, I.A., *Agent to His Excellency the Governor of Bombay in Kathiawar.*
  - (4) MR S. M. FRASER, C.I.E., *Indian Civil Service, Bombay.*
  - (5) MAJOR J. R. DUNLOP-SMITH, C.I.E., *Political Agent, Phulkirn States, Punjab.*
  - (6) MAJOR F. G. BEVILLE, *Political Agent in Bundelkhund, Central India.*
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Educational and College Authorities.

- (1) MR. W. H. ORANGE, *Director-General of Education in India.*
- (2) MR. W. BELL, *Director of Public Instruction, Punjab.*
- (3) THE HONORABLE COLONEL J. HUTCHINSON\*, *Governor of the Aitchison College, Lahore, Punjab.*
- (4) MR. C. W. WADDINGTON\*, *Principal, Mayo College, Ajmer, Rajputana.*
- (5) MR. C. MAYNE, *Principal, Rajkumar College, Rajkot, Bombay.*

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\* Present at the Calcutta Conference in January 1902.

## Ruling Chiefs.

### RAJPUTANA.

- (1) H. H. THE MAHARANA OF UDAIPUR, G.C.S.I., ~~G.C.I.E.~~
- (2) H. H. THE MAHARAJA OF JAIPUR, G.C.S.I., G.C.I.E., G.M. V.O.
- (3) H. H. THE MAHARAJA OF BIKANER, ~~G.C.I.E.~~ K.C. J.J., K.C. J.E.
- (1) \*H. H. THE MAHARAO OF KOTAH, G.C.S.I. K.C. J.J.

### CENTRAL INDIA.

- (5) H. H. THE MAHARAJA OF GWALIOR, G.C.S.I., ~~G.C.I.E.~~ G.C. J.O.
- (6) H. H. THE MAHARAJA OF REWAH, G.C.S.I.
- (7) H. H. THE MAHARAJA OF ORCHA, G.C.I.E.
- (8) H. H. THE RAJAH OF SAILANA. K.C. J.E.

### PUNJAB.

- (9) H. H. THE NAWAB OF BHAWALPUR.

### BOMBAY.

- (10) H. H. THE MAHARAO OF KUTCH, G.C.S.I. J.C. J.E.
- (11) H. H. THE THAKUR SAHIB OF GONDAL. J.C. J.E.

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## Representative Diwan.

DIWAN BHADUR MUNSHI BALMOKAND DAS OF ALWAR, C.I.E.

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## Secretary.

\* MR. HERBERT SHERRING, *Vice-Principal, Mayo College, Ajmer.*

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*Note.*—H. H. THE GAEKWAR OF BARODA was unfortunately prevented from accepting the invitation which had been sent to him to attend the Conference.

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3. The Chiefs and official members of the Conference assembled at Ajmer on the 9th and 10th of March. The Chiefs were received on arrival at the Railway Station by the Commissioner of Ajmer-Merwara and the other District authorities, with a full guard of honour. Otherwise the arrangements for their arrival and departure were informal. On the 11th March and each succeeding day, the members assembled at the Residency, which had been selected as the most suitable and convenient place for meeting. Sub-Committees of the members also met every day at the Mayo College or the Residency. Individual members (including the Chiefs) visited the Mayo College frequently to acquaint themselves at first sight with the arrangements of the premises for residence, work, and recreation. The whole Conference met on the 14th March in the Central Hall, where the Principal explained, by plans and otherwise, the suggestions for extending the accommodation to meet the increased number of masters and boys. Subsequently all the members inspected the boarding houses, playing fields, and proposed building sites. The Conference concluded its work on the afternoon of the 16th March.

#### 4. The enclosures of this report are enumerated below :—

- I.—A Collective Note, dated 16th March 1904, presented by the Ruling Chiefs who took part in the proceedings, expressive of their gratification at having been invited to join a Conference so representative and important. Page 16.
- II.—The ten subjects suggested by the Government of India for consideration by the Conference, and circulated to members by the President before the meetings of the Conference commenced, to elicit written expressions of opinion.
- III.—Six supplementary questions suggested by the Principal of the Mayo College, and circulated by the President in the same way for preliminary consideration. Pages 17, 18.
- IV.—The Resolutions which are the outcome of the deliberations of the Conference at Ajmer, and which they now submit for the consideration of the Government of India. Pages 25 to 41.
- V.—The Proceedings of the Sub-Committee appointed to draft the Resolutions of the Conference in connection with Subjects I and II for the Mayo College, and to consider the treatment of the Supplementary questions in Enclosure III. Page 42.
- VI.—The Proceedings of the Sub-Committee appointed to consider the powers and constitution of the Council of the Rajkumar College, Rajkot. Pages 43, 44.
- VII.—The Proceedings of the Sub Committee appointed to consider the same questions in connection with the Aitchison College at Lahore. Page 45.
- VIII.—A memorandum which, at the request of the Honorable the Agent to the Governor-General for Central India, was read to the members before they finally separated, regarding the desire of the Ruling Chiefs of Central India to see the Daly College at Indore restored to its previous footing as one of the \*four recognised Chiefs' Colleges in India. On this subject the Agent to the Governor General for Central India proposes to address the Government of India in a separate communication. It is significant of the enthusiasm which the proceedings of the Conference evoked, and of the sincerity of the feelings of the Chiefs interested in the Indore College, that at the separate meeting of the Central India Chiefs referred to in the memorandum, upwards of 5 lakhs of rupees are said to have been guaranteed by the four Chiefs present to promote the views which they advocated. The effect upon the Mayo College of the re-instatement of the Indore College, if sanctioned, would require careful consideration, with special regard to the numbers, accommodation and establishment of the former. Page 46.

- \*1 Mayo College, Ajmer  
2 Daly College, Indore.  
3. Aitchison College, Lahore  
4. Rajkumar College, Rajkot.

#### 5. Besides the enclosures now submitted, there are four Appendices to this report, namely:—

- I.—A return showing the existing Curriculum of Studies at the Mayo College, Ajmer.
- II.—The written replies to the questions which form Enclosure II.
- III.—The President's opening remarks on March 11th, 1904.
- IV.—Notes of the discussions on March 11th to March 16th, recorded by the Secretary to the Conference. These notes do not profess to be verbatim reproductions of the debates, but they embody the gist of the discussions.

6. The Conference met for the first time on the morning of the 11th March 1904, at the Ajmer Residency, all the members being present. The President opened the proceedings by a brief address, in which he recounted the circumstances which followed the Calcutta Conference of January 1902, and led to the formation of the present Conference. He referred to the policy and objects of the Government in initiating the reforms under consideration, as explained in His Excellency the Viceroy's speeches on January 27, 1902, at Calcutta, and on the 19th November 1902, at the Mayo College, Ajmer, and summarized in the Government despatch No. 96, dated 16th July 1903, to His Majesty's Secretary of State. He mentioned the subjects which had been more particularly referred by the Government of India for present consideration, and finally suggested the formation of Sub-Committees of the Members for preliminary discussion of specially intricate or difficult questions, such as the system of Religious Instruction, the Curriculum, and the provision of additional accommodation for the increased number of masters and boys. This suggestion was accepted, and the following Sub-Committees were immediately formed :—

<i>For Curriculum.</i>	<i>For Religious Worship.</i>
(1) MR. W. H. ORANGE.	(1) THE MAHARANA OF UDAIPUR.
(2) MR. W. BELL.	(2) THE MAHARAJA OF JAIPUR.
(3) THE HON'BLE COL. J. HUTCHINSON.	(3) THE MAHARAJA OF GWALIOR.
(4) MR. C. W. WASHINGTON.	(4) THE MAHARAJA OF BIKANER.
(5) MR. C. MAYNE.	(5) THE MAHARAO OF KOTAH.
(6) MR. S. M. FRASER.	(6) THE MAHARAO OF KUTCH.
(7) THE MAHARAJA OF GWALIOR.	(7) THE MAHARAJA OF REWAH.
(8) THE MAHARAJA OF BIKANER.	(8) THE MAHARAJA OF ORCHA.
(9) THE NAWAB OF BHAWALPUR.	(9) THE NAWAB OF BHAWALPUR.
(10) THE RAJA OF SAILANA.	(10) THE THAKUR SAHIB OF GONDAL.
(11) THE MAHARAO OF KUTCH.	(11) THE RAJA OF SAILANA.
(12) THE THAKUR SAHIB OF GONDAL.	

7. Each of the subjects referred by the Government of India for the special consideration of the Conference was then taken up in turn and discussed.

**SUBJECT I.**—*The promotion of interest in the welfare of the Colleges by arranging to give Chiefs and parents of boys a more direct voice in their administration.*

**SUBJECT II.**—*The terms on which new members should be admitted to the General Council of each College.*

In view of the remarks in paragraph 3 of the Government despatch No. 96, dated the 16th July 1903, to His Majesty's Secretary of State for India, and the widely divergent conditions of three Chiefs' Colleges, the discussion was at first limited to the Mayo College. His Highness the Maharaja of Gwalior opened the debate by proposing the formation of a small Working Committee, with definite powers and functions. This suggestion was endorsed by His Highness the Maharaja of Jaipur and His Highness the Maharaja of Bikaner. Mr. Fraser led the discussion to the constitution of the General Council, for which he advocated the

\* Letter No.  
96 J. A.,  
dated 22nd  
January 1904.

addition of Chiefs nominated by His Excellency the Viceroy from all parts of India. These observations introduced *Subject II*, the terms on which new members shall be admitted to the General Council of each College, and it was consequently decided to consider both Subjects I and II simultaneously. Further discussion elicited a consensus of opinion that the General Council of the Mayo College could best be enlarged by the addition of members to be nominated by His Excellency the Viceroy. It was further suggested that the sphere of the Mayo College should be kept distinct from that of the Rajkot and Aitchison Colleges, to avoid risk of injuring their interests; and that only those Chiefs should be regarded as qualified for nomination who had either (1) contributed to the endowment, or (2) who had sent a boy to be educated at the College, or (3) had themselves been educated at the College.

8. A resolution drafted on these lines by Major Daly was printed and circulated to all members of the Conference for further discussion, which resulted in the conclusion that the Chiefs of Rajputana who had originally united to found the Mayo College, should continue to be members of the General Council, additional members being nominated by His Excellency the Viceroy. In order to secure a desirable preponderance of Chiefs on the General Council, it was agreed by a majority of the members that the number of Political Officers on the Council should be reduced. The field from which the Council should be recruited was then discussed. His Highness the Maharaja of Kutch and others advocated complete reciprocity in this respect between the Colleges, which would gain by mutual comparison. On the other hand the danger was pointed out of one College attracting boys from the others, and of lessening local *esprit de corps*. The majority ultimately declared themselves in favour of defining the area of recruitment for each Council, though the discretion of a parent in selecting a College for his son should not be restricted. All agreed that every Chief nominated to the Council should have a vote on the subjects coming before it, but there was some discussion as to the qualification to be required antecedent to nomination. His Highness the Maharaja of Gwalior finally proposed that instead of alternative qualifications, the nomination of a Chief should involve a donation of not less than Rs. 10,000 towards the endowment of the College, and also the sending of a son or ward to the College. This suggestion was approved by a majority of the members.

9. The constitution of the Committee to be selected from the General Council for the purpose of assisting in the actual administration of the College affairs was next discussed. Prolonged deliberation ended in the agreement that this Committee should include ten Chiefs and two Political Officers, a preponderance of Chiefs being also provided for in the quorum. Opinion was divided as to whether the Principal should be an *ex-officio* member of the Committee, but the majority of the members were in favour of his exclusion. The question of the respective powers and functions of the Committee and the Principal was then introduced, but after some discussion it was determined to refer its further ventilation to a Sub-Committee, consisting of His Highness the Maharaja of Gwalior, His



Highness the Maharaja of Bikaner, His Highness the Maharao of Koral, Major Daly, and Mr. Waddington. At the same time two other Sub-Committees of members specially interested in the Rajkot and Aitchison Colleges, were nominated to report on the constitution of their governing bodies.

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enclosures

10. Their reports, which are printed at pages 42 to 45 of the enclosures, were accepted unanimously by the Conference. The deliberations of the Mayo College Sub-Committee resulted in the revised proposals printed at pages 25 and 26 of the enclosures, and are re-produced beneath. The scheme there presented will, in the belief of the Conference, secure the main objects in view, namely of giving the Chiefs and parents of boys a larger interest and a more effective voice in the actual management of the College affairs, without interfering unduly with the Principal's position and functions. The Sub-Committee's proceedings (page 42) include certain detailed recommendations for the extension of the College premises and connected points. An interesting feature of this branch of the Conference was the offer of His Highness the Maharaja Scindia to supply a complete equipment for the Mayo College Laboratory, and of His Highness the Maharaja of Bikaner to present a Pavilion for the new Cricket Ground.

The Rajkot Sub-Committee suggested several modifications in respect of powers and constitution of the Rajkumar College Council. These are set out in their Report printed at page 43 of the enclosures, and they appeared to the Conference, to whom they were submitted, to be worthy of the consideration of Government.

The Sub-Committee for the Aitchison College at Lahore recorded the opinion that no radical change is required in the College statutes, but they recommend that in order that Chiefs may always be associated with the Committee of Management, it should be provided that at least two members of the Committee should be Chiefs. This and their subsidiary suggestions commended themselves to the Conference, before which they were subsequently laid.

## RESOLUTIONS ON SUBJECTS I AND II.

*Resolution A.*—The view of the Conference is that the General Council of the Mayo College should include the Ruling Chiefs who are now members (and their successors), and should also consist, in addition to British Officers, of as many Ruling Chiefs as possible, representing parts of India other than the Bombay Presidency, the Punjab, and the North-Western Frontier Provinces, which are provided for by the Rajkot and Aitchison Colleges respectively. The Chiefs should be nominated by His Excellency the Viceroy and Governor-General on the recommendation of Local Governments and Administrations; but no Chief should be eligible for nomination as a member of the General Council unless he has subscribed a sum of not less than Rs. 10,000 to the Mayo or Daly College, and has a son or ward being educated at the Mayo College.

The Council would also include the Agents to the Governor-General in Rajputana and Central India, of whom the former would be Vice-President, the Principal of the Mayo College as *ex-officio* Secretary, the Commissioner of Ajmer, three Political Officers from Rajputana and three from Central India, nominated by the respective

Agents to the Governor-General, and such other members as the Viceroy and Governor-General, in his capacity as President, might from time to time see fit to nominate. The General Council should meet annually at Ajmer; it may be convened at any time at the discretion of the President or Vice-President, or at the suggestion of the College Committee.

*Resolution B.*—There should be a Committee to deal with all matters connected with the administration of the College. It should consist of not more than ten Ruling Chiefs, being members of the General Council, the Commissioner of Ajmer, and one Political Officer from Central India. Of this body, five, including at least one of the two Political Officers, should form a quorum. Six Ruling Chiefs, of whom not less than four should be Chiefs of Rajputana, should be chosen by ballot by the Chiefs of the General Council; the other four Chiefs on the Committee should be nominated, two by the Agent Governor-General in Rajputana and two by the Agent Governor-General in Central India. The members should serve for two years, but half of those first appointed should serve for three years, so as to secure continuity. They should be eligible for re-election or re-nomination. The Committee should select their own President, who would have a casting vote when opinions were evenly divided. Upon the Commissioner of Ajmer would devolve the duty of convening meetings, recording the proceedings, and conducting any necessary correspondence. The Commissioner should draw up, in consultation with the Principal, a memorandum of all business that is likely to come before the Committee at the next meeting. A copy of this Memorandum should reach each member at least a fortnight before the date fixed for such meeting. A member who desires to bring any question before the Committee should communicate with the Commissioner in ample time for the matter to be included in the list of Agenda.

Subject to the general control of the Vice-President and of the Committee, the ordinary business of the College should be conducted by the Principal, who should be responsible for the executive administration. The Principal should have the right of at any time referring any matter which he regards as urgent to the Vice-President for orders; but should simultaneously advise the Commissioner, for the information of the Committee, of the action which he has taken. The Committee should visit the College at least once a term, and should have the right of visiting it at any time. On every such occasion they should thoroughly inspect the College, in all branches of its working, and should briefly record their opinions on the general tone of the College, and their views on all matters that are placed before them, or which they consider to be deserving of notice. Where the Committee are unanimous on any question, action may be at once taken in accordance with their views, unless the Principal desires to submit any representation on the subject to the Vice-President: provided that no expenditure should be incurred which cannot be met from the sanctioned budget grant. The Committee's proceedings should be forwarded without delay through the Principal to the Vice-President, copies being also furnished to each member of the General Council. The Vice-President should reserve for discussion at the annual meeting of the General Council all matters of principle and questions of real importance, merely passing such *ad interim* orders, if any, as might be necessary. The College Budget should be forwarded to the Committee for criticisms or suggestions, before submission by the Principal to the Vice-President.

Before the annual meeting of the General Council the Committee should draw up a list of any points on which it may appear to be desirable to obtain the views of the General Council. This list, with the periodical reports of the Committee, should be placed before the annual meeting of the General Council for discussion, and should thereafter be forwarded, with any remarks that the Council may have to offer, for the consideration of the Government of India.

SUBJECT III.—*The General System to be followed in regard to Religious Instruction.*

11. The Committee of eleven Chiefs who had agreed to discuss this difficult subject, met at the Mayo College on the 13th March, and deliberated for over four hours, after unanimously electing as President, His Highness the Maharana of Udaipur, to whose presence the greatest importance was attached. Their proposals, which are printed *in extenso* at page 27 of the enclosures and are reproduced below, were submitted to the Conference on the 15th, when a brief discussion took place as to the inclusion of the hours proposed for religious instruction in the revised College time-tables. The resolutions were finally accepted on the understanding that the arrangement of hours would be subsequently considered by each College Committee in consultation with the Principal. The Thakur Sahib of Gondal submitted a note of dissent to the resolutions, to the effect that religious instruction should be left entirely in the hands of the parents, and that the time allotted to such instruction at College should be considerably less than that proposed in the resolutions.

It should be added, with reference to the observations contained in paragraph 4, III of your letter No. 306-I. A., dated 22nd January 1904, that no European was present during the deliberations on this subject of the Sub-Committee, which embraced Chiefs representing very different shades of opinion. Unfortunately the notes recorded by their native clerk of the conversation, which must have been most interesting, have not yet reached me.

It appeared to be the sense of the European members of the Conference that while all possible deference should be paid to the conclusions formed by a Committee of Chiefs so influential and representative as that by which these resolutions were framed, it would require some ingenuity on the part of the College Committees and Principals to adjust the hours suggested to the new Curriculum of the studies, which makes large demands on the time of the boys. But it was not thought that there would be any insuperable difficulty in arranging this.

*Resolved* (1).—That one hour in the morning every day, after bath, should be devoted to Sandhya and religious instruction, which should be compulsory. In the case of Mohamedans, *namaz*, the reading of *Quran* and *Wazifa* should be adopted.

For the Mayo College, the tuition should be given by the religious teachers sent by the parents or guardians of the boys; but where there are no such teachers sent, the State should, if necessary, provide for its Boarding House a Shastri or Hafiz for this purpose. The Motamid (House-Master) appointed by each State will supervise the due carrying out of the provisions of this resolution.

In the case of the Aitchison College, Lahore, and the Rajkumar College, Rijkot, due provision should similarly be made by the parents or guardians, the supervision in the case of these two Colleges being entrusted to the native Wing-Masters or House-Masters.

(2) Every day in the evening, after the outdoor games are over, the Hindu boys should go to the Mandir for *darshan*, and the Mohamedan boys should go to the Masjid for *namaz*.

(3) A Committee consisting of four Pandits and a separate one of four Maulvis should be appointed to advise as regards the books to be adopted for imparting religious instruction. It would perhaps be found necessary to devise a series of books for boys of different ages, and it is believed that the Bhagwat-Gita would probably be the final text-book. But as to this point too the Committee referred to above should be asked to give their advice and opinion.

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#### SUBJECT IV.—*The Curriculum.*

12. The Report, with its Schedule, printed at pages 28 to 39 of the enclosures is the outcome of the prolonged deliberations of the powerful Sub-Committee nominated by the Conference to discuss the subject. It was subsequently explained in detail to the Conference by the President of the Sub-Committee, Mr. W. H. Orange, Director-General of Education in India, and was unanimously accepted, subject to notes of dissent by H. H. the Raja of Sailana, and H. H. the Thakur Sahib of Gondal, which are appended. The Sub-Committee kept steadily in view the objects aimed at by the Government, as explained in H. E. the Viceroy's speech at the Mayo College in November 1902, and paragraph 3 [clauses (2) and (6)] of the Government despatch No. 96, dated 16th July 1903, already referred to. The main features of their scheme are (1) the provision of a course distinct from the courses and standards of the Education Department, and leading to a common examination for all the Colleges; (2) the grant by the Government of India of a Certificate or Diploma at the end of the courses, to be recognised by the Universities as an equivalent for Matriculation; and (3) the inclusion of the Classical Languages and Science as alternative subjects. H. H. Thakur Sahib of Gondal agreed generally with the report, but would defer the introduction of the Curriculum until the assent of the Universities had been obtained to the scheme set out above. H. H. the Raja of Sailana in his note appended to the report, advocates a three years' post-matriculation course, leading up to a special Degree to be granted by the Chiefs' Colleges.

In considering the various questions with which this Sub-Committee had to deal, the Chiefs who were members of it rendered very special assistance. The Maharaja of Gwalior and the Nawab of Bhawalpur made practical suggestions drawn from the experience afforded by their own training, with more particular reference to the special course proposed in law, revenue and political economy; and they suggested the inclusion of several useful books for the courses prescribed.

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#### SUBJECT V.—*The Question of Fees.*

13. After a long and interesting debate, it was generally admitted that the Chiefs of Rajputana who originally subscribed to the Endowment Fund of the Mayo College ought to continue to have the privilege of sending boys to be educated there without payment of fees. As regards candidates for admission from other Provinces, a claim was put forward on behalf of the Central India Chiefs who originally subscribed to the foundation of the Daly College, that such candidates should be admitted to the Mayo College either on payment of the same fees as were paid at the Daly College, or free, while some members were in favour of the non-

payment of fees in all cases without exception. The discussion culminated in a proposal by H. H. the Maharaja of Jaipur that boys should be admitted to the Mayo College without payment of fees from any State within the area from which the General Council of that College will be recruited. This was generally accepted, in view of the qualifications considered necessary before a candidate is eligible for nomination to the General Council, as set out in the proposals of the Conference under Subjects I and II above. No change was advocated in the systems existing at the Rajkot and Aitchison Colleges. The Resolution for the Mayo College took the following form:—"Boys joining the Mayo College from any State within the area of which the General Council is recruited, as defined in Resolutions I and II, shall pay only such fees as are at present paid or shall in future be paid by boys from the Rajputana States. The Conference shares the confidence of H. H. the Maharaja of Jaipur that reliance may be placed upon the generosity of Chiefs and others who wish to enjoy the advantages of the Mayo College, to supplement its resources by contributing to its endowment or maintenance as their means may permit."

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#### SUBJECT VI.—*The Age for Admission and Withdrawal.*

14. Discussion on the ages of entry and withdrawal elicited the difficulty of fixing precise ages, and tended to substitute an educational test instead of an age limit in both cases. The proposal finally accepted by the Conference for submission to the Government of India is reproduced below:—"The Conference is of opinion that the minimum age for a boy to enter a Chiefs' College should be 8; that unless in very exceptional cases, such as the successor to a State who has been adopted (say) at 16, no boy should be allowed to enter after the age of 15 unless he can pass an educational test, the standard for which will be left to the discretion of the Principal in communication with the College Committee. The age for leaving should ordinarily be fixed at 18 to 20, according to the capacity and attainments of the boy. All boys should leave at the age of 20. A boy should only be allowed to remain at College till he is 21 in very special cases."

The Resolution as finally drafted, was accepted unanimously.

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#### SUBJECT VII.—*Common Messing.*

15. The sense of the Conference was unmistakably opposed to any attempt to precipitate this measure, which, however, they concurred with the Government of India in regarding as desirable. Their views were embodied in the conclusion noted beneath:--

"The opinion of this Conference coincides with that of the Government of India that common messing is desirable, and wherever possible, should be encouraged among boys of the same caste; but no pressure, much less compulsion, should be brought to bear on parents or boys with a view to enforcing a system of common messing. In all cases the option whether a boy should join a common mess or not should lie with the parents and not with the boy."

The annual reports ordered by the Government of India showing what progress is made in this respect in each College will be forwarded in due course.

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**SUBJECT VIII.—*Accommodation in the Boarding Houses.***

16. After some discussion the Conference came to the conclusion that this subject might with advantage be left for the consideration of the College Committees in consultation with the Principals, together with a connected proposal by His Highness the Maharaja of Bikaner, that boys over 16 years of age should reside in different houses from those allotted to younger boys, or in separate parts of the same house.

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**SUBJECT IX.—*The Selection and Duties of Motamids.***

17. This subject evoked the keenest interest, and was discussed at great length, in recognition of the importance repeatedly emphasized by the Government of India of securing the best possible Motamids in all cases for attendance on College boys. The discussion embraced not only the selection and qualifications of Motamids (who are the Boarding House-Masters at the Mayo College, and are known as Wing-Masters at Rajkot), but also the personal guardians or tutors attached in comparatively rare instances to the boys, and generally known as Musahibs at the former. At the Aitchison College, the Mayo College Motamid is termed Musahib. Briefly summarized, the Conference agreed that as regards the native House-Masters, more highly educated men on higher salaries should be employed in all three Colleges, whether paid by different States or from College funds; and that the existing system whereby a parent is allowed to select a personal guardian for his son, should not be modified, but that efforts should be made to improve the type of man usually employed with special regard to the boys' training during the holidays.

18. The conclusions of the Conference were embodied in the following terms:—

“With regard to House-Masters or Motamids, this Conference is of opinion that in the Mayo College there should be two Motamids or House Masters in each Boarding House, when considered necessary, instead of one as at present, and that they should not draw less than Rs. 100 a month. They should be men of much superior class and education to those, as a rule, deputed at present—able when required by the Principal to assist the ordinary staff in teaching classes in the College. The States whom they represent should pay their salaries as they do now; but before appointing them they should consult with the Principal and the Committee. The Principal should retain his present power of suspending any Motamid.

With regard to native guardians of boys (frequently known as Musahibs) the Conference has no desire to modify the existing system, whereby parents may at their discretion select a guardian in whom they have confidence to accompany their sons to the College, the Principal retaining his power of suspending the guardian if necessary. Parents should be

impressed with the advisability of sending guardians who are capable not only of exercising the requisite influence over boys during term, but also of keeping the College influence alive during their holidays."

19. The Rajkot College Sub-Committee and the Aitchison College Sub-Committee gave this subject special attention. The latter considered (page 45 of enclosures) that an improvement in the qualifications and status of the Motamids (called Musahibs in the Aitchison College) is certainly desirable on the lines proposed for the Mayo College, but they should remain as hitherto members of the College staff, and should be paid out of College funds.

The Rajkot Sub-Committee recorded their opinion (page 43 of enclosures) that "it is fully as important to have efficient Boarding House-Masters (i.e., Wing-Masters at Rajkot), as to have efficient Class-Masters. Old boys, if available, are preferable in these posts, as they are more likely to be in touch with the Kumars and to have control over them than men selected from classes lower in the social scale. The experiment of appointing a well-educated Rajput to one of these posts has worked well at Rajkot. Such men should get at least Rs. 100 a month and be placed on the regular staff. They should be sufficiently well-educated to be able to help the younger boys in their rooms in their evening and morning preparations, and to take a low College class in the absence of a master. The Sub-Committee would like to see such posts made pensionable, with the object of securing the best class of men. Boarding House-Masters should not, as a rule, be appointed too young."

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SUBJECT X.—*The Number and Description of Servants to be attached to Boys.*

20. The discussion elicited the fact that some misapprehension appears to exist on this subject, as the number of the private servants sent with boys is now, as a rule, very low, and much use is already made of the common servants entertained at each Boarding House. It was, however, as anticipated by the Government of India, generally recognized as impracticable at present to reduce all private establishments to a uniform scale, or to substitute a College staff of servants. The following resolution tending to further reduction where possible was laid down for the guidance of the College authorities and unanimously accepted :—

"The Conference is of opinion that the general principle to be followed in each College, is that the servants should be as few as possible. The carrying out of this principle in individual cases may be left to the Committee, in consultation with the Principal. At the same time there is a consensus of opinion in favour of gradually substituting a College staff of servants as far as possible."

21. The six supplementary questions submitted to the Conference by the Principal of the Mayo College referred to above, and attached to this Report as Enclosure III, were as follows :—

- I. What means should be adopted to promote regularity of attendance?

- II. Should a maximum scale of expenditure for each boy be prescribed?
- III. What is the total requisite strength of the native teaching staff of the Mayo College?
- IV. Does the list of occasional and fixed holidays need amendment?
- V. What additional buildings are required for the Mayo College?
- VI. Should corporal chastisement be recognised as one of the modes of punishment in special cases?

22. These subsidiary questions were considered in the first instance by the Sub-Committee appointed to discuss (*inter alia*) the functions of the Mayo College Committee (page 42 of enclosures). They recommended that questions I, II and IV should be reserved for consideration by the proposed College Committee, to which the Conference agreed. They advised that the Principal's own note on question III should be added as a rider to the report of the Sub-Committee on the Curriculum. On question V they submitted definite proposals for additional buildings, which were generally accepted by the Conference as suitable, with the proviso that the Inspector of Chiefs' Colleges should be previously consulted as to the requirements of the new Curriculum. The Sub-Committee considered that question VI regarding corporal punishment could be advantageously discussed by the whole Conference. This was subsequently done, but the opinions elicited were so divergent that it was decided that no resolution should be framed on this question. It was generally held that no Chief's son ought to receive corporal punishment, and that the ordinary modes of punishment, which could easily be supplemented if desired, were sufficient for all practical purposes.

23. As no further points were suggested for discussion by the Conference, the President closed the proceedings on the 16th March by reading Major Daly's Memorandum (Enclosure No. VIII,) regarding the unofficial suggestion to restore the Daly College to its former status—see paragraph 4 above. He then thanked the members of the Conference for their labours, the result of which he trusted would be regarded by the Government of India as presenting a practical basis for still further improving the administration of the Chiefs' Colleges. H. H. the Maharaja of Gwalior expressed the gratitude of the assembled Chiefs to H. E. the Viceroy for the honour conferred on them by their invitation to the Conference, and their desire to be furnished with copies of all the proceedings as soon as they are printed.

24. In conclusion, I have only to add that the keenest interest in the subjects for consideration was displayed by every member of the Conference without exception. Notwithstanding the wide divergence of views evoked, and the extreme frankness of the debates, the proceedings were absolutely harmonious throughout. The European representatives were all experts of the matters presented for discussion. The Ruling Chiefs,



many of whom met each other for the first time, came at the Viceroy's invitation from the Punjab, Bombay, Rajputana, and Central India, to attend a Conference without precedent in India, and readily subordinated all personal feelings to their one desire to assist the Government in working out sound practical arrangements for the three great Colleges.

They cheerfully provided the expenses, considerable in some cases, involved by these journeys and by their camps at Ajmer; and at much private inconvenience they attended the prolonged sitting of the Conference with unfailing regularity. They attacked the questions presented to them in business-like and systematic fashion. They comported themselves throughout with the dignity and self-restraint worthy of their traditions. I have only to add an expression of my personal gratification, that it has been my fortune to be associated with a Conference so distinguished, in connection with a subject of such surpassing interest, and my hope that its efforts will promote the objects which the Government of India have in view.

I have, &c.,

(Sd.) A. MARTINDALE,

*A. G.-G., Rajputana.*

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## ENCLOSURE I.

## Collective Note presented by the Chiefs, being Members of the Conference.

To

THE HON'BLE MR. A. H. T. MARTINDALE, C.S.I., I.C.S.,

*Agent to the Governor-General for Rajputana.**Ajmer, 16th March 1904.*

DEAR SIR,—

We cannot leave Ajmer without giving expression to our keen appreciation of the honour which has been done us, in being asked to join the Conference which has just ended. This meeting, we venture to think, is one which marks an epoch not only in the history of the Mayo College, but in the history of the whole of India.

Since the Colleges for Chiefs were first started, never, we feel certain, has there been such a gathering of representative Chiefs assembled anywhere.

The benefits which will result from this Conference will not, we feel sanguine, be limited to the advancement of the interests of the Chiefs' Colleges only, but will be of far more reaching effect.

We desire to thank His Excellency Lord Curzon, not only for this fresh proof of his beneficent interest in the cause of the education of Chiefs, but for the testimony to the trust and confidence which His Excellency reposes in us, as, to use his own phrase, his colleagues in this work of administration.

It is our opinion that the resolutions at which we have arrived will do much to keep alive the interest of the Chiefs in the maintenance of these institutions, which have practically entered upon a new lease of life since the Viceroy convened the gathering two years ago at Calcutta; and we hope that the strong feeling of unity which has been displayed will lead us all to work shoulder to shoulder to keep up the prosperity of these Colleges. ...

But quite apart from this, there is wider ground upon which we owe our thanks to His Excellency Lord Curzon. Whether we come from Rajputana, Central India, the Punjab, or the Bombay Presidency, what we Chiefs, one and all, do feel most strongly is, that we are gratified for opportunities like this for showing that we are ready and willing not only to offer our advice, but to spend our time and labour in real effort, on important matters which involve wide public interest.

We fervently hope that the good results which will follow from the present meeting will lead to similar Conferences of Chiefs on other subjects.

While thus tendering our grateful thanks to His Excellency Lord Curzon, we cannot refrain from expressing our deep obligations to you for the unfailing courtesy and patience which you displayed in conducting our deliberations.

We are sure that the harmony and success which have attended this Conference are entirely due to you.

With renewed thanks—

We remain, Dear Sir,

Yours Sincerely,

FATEH SINGH (*Maharana of Udaipur, Rajputana*).

UMAID SINGH (*Maharao of Kotah, Rajputana*).

VENKAT RAM SINGH (*Maharaja of Rewa, Central India*).

JESWANT SINGH (*Raja of Sailana, Central India*).

MOHAMMAD BAHAWAL KHAN (*Nawab of Bhawalpur*).

RAO KHENGARJI (*Maharao of Cutch, Bombay*).

GANGA SINGH (*Maharaja of Bikaner, Rajputana*).

MADHORAO SCINDIA (*Maharaja of Gwalior, Central India*).

S. MADHO SINGH (*Maharaja of Jaipur, Rajputana*).

BHAGWANT SINGH (*Thakur Sahib of Gondal*).

PRATAP SINGH (*Maharaja of Orchha, Central India*).

## ENCLOSURE II.

Subjects suggested by the Government of India letter No. 306 I. A., dated 22nd January 1904, for special consideration by the Conference, and circulated by the President before the Members met, with a view to elicit written expressions of opinion.

I.—*The promotion of interest in the welfare of the Colleges by arranging to give Chiefs and parents of boys a more direct voice in their administration.*—This question is perhaps the most important of all those that will be discussed, since its satisfactory settlement must form the basis of any success which may attend the improved administration that is now aimed at. It has been suggested that a Committee of Management for each College of workable size should be instituted; and if this suggestion is approved of by the Conference, they will no doubt proceed to discuss and make suggestions as to the constitution of such Committees, the arrangements for their meetings, the degree of their authority, and the scope of their functions.

II.—*The terms on which new Members shall be admitted to the General Council of each College.*—This subject will probably only receive discussion of a general kind, the conclusions arrived at being rather in the nature of general principles for the guidance of the authorities governing each College. The conditions of proprietorship and management of each are so divergent that a body constituted as the proposed Council will be, could hardly deal satisfactorily with the differing circumstances of the three Colleges.

III.—*The general system in regard to Religious Instruction*—Great importance is attached to the avoidance of any responsibility, administrative or financial, on the part of Government for the religious instruction to be given, and, in the circumstances, it is most desirable that before sanction is accorded to the entertainment of the Shastri, the general method to be followed, in regard to which their Highnesses the Gaekwar and the Maharaja Scindhia have taken a special interest, should be carefully and thoroughly discussed by the Conference.

IV.—*The Curriculum*—This matter has been already exhaustively discussed, but the presence of the Director of Public Instruction of the Punjab should be of great assistance in bringing the results of previous discussion into practical form. The question of the examination which it is desirable to institute, naturally falls under this head, and should be discussed.

*Note.*—A copy of the Curriculum at present observed at the Mayo College will follow.

V.—*The Question of Fees.*—In paragraph 9 of Mr. Waddington's letter, dated 21st August 1903, it is urged that the question should not be raised with regard to boys from the Rajputana States, which have for the most part contributed to the Endowment Fund of the Mayo College, but that so far as boys are concerned who come from localities which have not contributed, a scale of fees varying, according to rank and means from Rs. 25 to Rs. 100 should be fixed. As a general principle, applicable to the Mayo College, this meets with the general concurrence of the Governor-General in Council, but the Conference may usefully discuss its application to varying circumstances, provided that it is clearly understood that the question of the precise rates to be charged in each College is a matter for each College to consider with reference to its own circumstances. The Government of India have no desire to see uniformity enforced in this respect.

VI.—*The age for Admission and Withdrawal.*—This subject certainly requires further discussion, and the Governor-General in Council thinks that the Conference could advise most usefully as to the fixing of some definite standard for general guidance.

VII.—*Common Messing*.—Some progress has been made in this matter, which, on the whole, commanded the general approval of the Chiefs who were consulted prior to the formulation of the scheme submitted to the Secretary of State. It is not a question which presses, nor indeed one which the Governor-General in Council wishes to see unduly pushed. Each College will report annually hereafter what progress is made, and meanwhile its advantages, and the best way of generally encouraging the practice with due regard to prejudices and past practice, may well form the subject of discussion by the Conference.

VIII.—*Accommodation in Boarding Houses*.—The questions which have been raised on the subject of boarding houses relate, without exception, to the Mayo College, but since the system is common to all, and since the practice laid down for one College may be an aid to the discussion in points of doubt in regard to other Colleges, the Governor-General in Council has no objection to this matter being submitted to the consideration of the Conference. There arises, incidentally to the question of accommodation, the subject of the quarters to be provided for the English House-Masters, and I am to request that this matter also be laid before the meeting.

IX.—*The Selection and Duties of Motamids*.—This subject was discussed when the proposals for re-organising and improving the Chiefs' Colleges were laid before the Secretary of State. The matter should be fully debated by the Conference, whose views on the subject will have the greatest weight; and I am only to add that, while it is not proposed to adopt hastily any radical change unless clear necessity is shown, the Government of India will be glad of any suggestions, the adoption of which would be calculated to secure that the best possible Motamids are in all cases selected for attendance on College boys.

X.—*The number and description of Servants to be attached to Boys*.—The wisdom of keeping down the number of servants as much as possible has been admitted with practical unanimity, but the Governor-General in Council will welcome the aid of the Conference in devising means still further to reduce the numbers at present considered necessary, and will be glad of their views as to the ultimate possibility of substituting a College staff of servants for private servants. The Government of India have no desire unduly or prematurely to press this consummation, but hope that eventually it may be found suitable.

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## ENCLOSURE III.

**Supplementary Questions for consideration by the Conference,  
submitted by the Principal, Mayo College, Ajmer.**

I.—*Means to promote greater regularity of Attendance.*—Cases continue to occur in which boys remain absent after the beginning of a term, or overstay leave without permission. Class work is thus hindered by the absence of boys who on their return require special coaching to enable them to keep up with their class-fellows. Notice of intention to withdraw a boy is also seldom given before the end of the term which is to be his last. The formation of new classes is thus hindered. Greater regularity is essential if any uniformity of standard in the classes is to be attained, and it is suggested that the attention both of Political Officers and of Durbars should be directed to this point. It seems desirable that it should be embodied in the College rules and clearly understood, that applications for leave (except in very urgent cases where leave may be granted in anticipation), should invariably be made to the Principal through the Political Officer of the State concerned, and that no boy should be withdrawn without the previous sanction of the Political Officer. Political Officers and Durbars should be asked to take prompt and decisive measures for the return of absentees, and the periods of leave, when considered necessary by the Political Officer, should be definitely fixed and should be as short as possible.

II.—*Scales of Expenditure.*—It seems to be impracticable in a Chiefs' College, where the rank and names of boys vary very greatly, to fix a uniform scale of expenses for all classes. An attempt was made toward uniformity last year by publishing the four scales of expenditure annexed, varying from Rs. 40 to Rs. 200 per mensem (exclusive of keep of horses and travelling), one or other of which it was hoped would be found suitable for every boy. The general tendency has been towards reduction of expenses, and the great majority of boys now at the Mayo College do not spend more than Rs. 50 to 200 per mensem, while many spend Rs. 40 or even less, but in certain cases it has been found impossible at present to keep expenses within the suggested maximum of Rs. 200. A system is being gradually introduced by which the boys' expenses are checked and supervised by the College, and it seems desirable that this should be made the rule in all cases. A form of Budget, which it is proposed to adopt, is annexed, and it is suggested that the actual scale in each case should be sanctioned by the parent or Political Officer in consultation with the Principal, and the monthly expenditure submitted for check and audit by the College authorities. Preferably the funds should also be kept by the College and payments made through the Principal. A maximum limit might be prescribed, and the College authorities should undertake to keep the expenses within the limit fixed in each case.



## Proposed Scales of Monthly Expenditure.

(1) For a boy in a Common Mess of 3 or 4 :—			Per Mensem.		
		Per Mensem.	(3)		Per Mensem.
Kitchen ...	...	Rs. 12	Kitchen ...	...	Rs. 30
* 1 Servant ...	...	" 9	4 Servants ...	...	" 25
Clothes ...	...	" 6	Clothes ...	...	" 15
Miscellaneous ...	...	" 11	Miscellaneous ...	...	" 20
Pocket Money ...	...	" 2	Pocket Money ...	...	" 10
					100
		40			
(2) For a boy not in a Common Mess :—			(4)		
Kitchen ...	...	Rs. 17	Kitchen ...	...	Rs. 50
† 2 Servants ...	...	" 14	5 Servants ...	...	" 50
Clothes ...	...	" 6	Clothes ...	...	" 30
Miscellaneous ...	...	" 11	Miscellaneous ...	...	" 50
Pocket Money ...	...	" 2	Pocket Money ...	...	" 20
					200
		50			

Travelling expenses are not included. Rs. 25 should be added for each horse, including Syce's pay.

III.—*The number of members of the Native Teaching Staff required.*—The staff proposed by the Government of India in the new scheme for the Mayo College includes four Englishmen and six Native members. There are at present about 90 students, varying in age from 8 to 20, and it is likely that the numbers will be maintained at about 100. The students are now divided into 9 classes, and as the lowest class is frequently sub-divided, its junior division containing boys who do not know the alphabet, it is unlikely that it will be possible to reduce the number of classes for some time to come. Each class in the vernacular lessons requires two teachers, one for Urdu and one for Hindi. The native teachers work for all the five hours of each day, the English Assistant Masters (who are also in charge of boarding houses) work for four hours, the Principal for three in class in addition to general supervision. An extra teacher has had to be employed during this year, the Shastri takes some of the Sanskrit lessons, and a Motamid is also employed in teaching for two hours daily. The annexed table of the work of the staff in class hours shows that there is no margin for relief in case of sickness of any of the staff or absence from any unavoidable cause. The time of the Principal is greatly taken up with administration, and it is essential that he should have time for the supervision and examination of the lower classes. It appears, therefore, that under existing circumstances the total number of the native teaching staff should not be less than eight.

It further appears desirable that it should be clearly understood that Motamids, if not regular members of the teaching staff, should be liable to do at least two hours class work daily, if necessary, and this point should be kept in view in their selection.

\* With share of common servants.

† With share of local servants—dhobi, blishti and barber.



MAYO COLLEGE, AJMER.

CLASS TIME TABLE—Term, January to April 1904.

	10—11.	11—12.	12—1.	2—3.	3—4.
1 Mr. Waddington	Entrance. English Text.	II.—English Reader.	.....	I.—English Reader.	3—4.
2 Mr. Sherring	IV.—English Reader.	Entrance. English Grammar & Compn.	...	III.—English Reader.	.....
3 Mr. Tipping	VI.—English Reader.	VII.—English Reader.	II & III.	VIII.—English Reader.	II & III
4 Mr. Portman	.....	I.	History & Geography.	VIII.—English Reader.	English Grammar & Compn.
5 Mr. Paonasker	II & III.	English Grammar & Compn.	Entrance.	V.	.....
6 Lala Sangam Lal	Mathematics & Science.	.....	History & Geography.	English Grammar & Compn.	I.—History & Geography.
7 Munshi Gopi Nath	VIII. Spelling & Dictation.	IV.—History & Geography.	I.—Mathematics & Science	Entrance, Mathematics.	IV.
	I.—Persian.	V.—Mathematics.	V.—English Reader.	VI.—English Grammar.	Mathematics & Science.
8 Pandit Sheo Narain	I.—Sanskrit.	VI.—Hindi.	IV.—English Grammar & Compn.	II.—Persian.	VII.—Dictation & Spelling.
9 Lala Har Bux	VII.—Geography.	VI.—Urdu.	VIII.—Geography.	II.—Sanskrit.	Entrance, Persian.
10 Lala Bhawani Sahai	V.—Urdu.	III.—Urdu.	VI.—Mathematics.	VII.—Mathematics.	Entrance, Sanskrit.
11 Shastri Bulaki Ram	V.—Hindi.	III.—Hindi.	VII.—Hindi & Urdu.	IV.—Urdu.	V.—History & Geography.
12 Munshi Rikhi Kesh	....	VIII.—Hindi & Urdu.	.....	IV.—Hindi.	VI.—History & Geography.
	.....	.....	.....	.....	.....
					VIII.—Arithmetic.

The 14th January 1904.

C. W. WADDINGTON,  
Principal, Mayo College.

IV.—There are now 22½ occasional holidays given during the year at the Mayo College, a list of which follows:—

Idul-Zuah	...	...	...	1	Dip Malika	...	...	...	1
Holi	...	...	...	1	Annakot	...	...	...	1
Thapna Nauratri	...	...	...	1	Pushkar Fair	...	...	...	2
Durga Ashtami	...	...	...	1	Shab-i-Barat	...	...	...	1
Last day of Moharram	...	...	...	1	Last Friday Ramzan	...	...	...	1
Emperor's Birthday	...	...	...	1	Idul-Fitar	...	...	...	1
Bara Wafat	...	...	...	1	Shivratri	...	...	...	1
Rakhi	...	...	...	1	Lunar Eclipse	...	...	...	1
Janam Ashtami	...	...	...	2	Solar Eclipse	...	...	...	1
Jaljhulni	...	...	...	½					
Anant Chaudas	...	...	...	1					22½
Thapna	...	...	...	1					

On many of these there are no special religious duties to be performed, and when such duties are prescribed it does not appear always necessary that the ordinary school hours should be materially interfered with. Unnecessary holidays during the term are to be avoided, both because they lessen the amount of work than can be got through, and also because they prevent the granting of holidays on occasion when a holiday would serve a useful purpose, i.e., to celebrate an event of public importance, a College anniversary or success, or to entertain a distinguished visitor or an opposing team. It is therefore suggested that the list of fixed authorized holidays should be amended, so as to omit all but days on which it is held on religious grounds that no classes should work. The discretion of the Principal would remain in granting holidays upon special occasions.

V.—The provision of additional buildings to the Mayo College:—

- (1) The School building contains one large central hall and five class-rooms. As there are nine classes, two classes have to be located in the central hall (which also serves as an office for the Principal), and three classes in the largest of the class-rooms. A room in the Ajmer house is also utilized as a Science and Mathematics class-room. The overcrowding and inconvenience entailed by these arrangements renders the erection of a School annexe a matter of pressing importance. With two or three classes confined in a single room, efficient teaching becomes impossible, and the staff as well as the boys are placed at a very great disadvantage.

The annexe should contain a Science Lecture-room and Laboratory, with Photographing rooms, and store-rooms, and at least six class-rooms. The Laboratory should be equipped with all apparatus necessary for the Curriculum decided upon, and all class-rooms should be supplied with desks chairs and other requisite furniture of an approved pattern.

- (2) The new Cricket ground in the centre of the College Park requires a suitable Pavilion, in keeping with the fine College buildings, and a road should be constructed leading up to this from the east entrance of the main building.
- (3) A smaller Pavilion, or shelter, is required for the six new Tennis Courts.
- (4) Shelters are required for the two Cricket and Football grounds to the south of the main building.
- (5) A good Gymnasium is a desideratum, and several squash Racquet Courts might be built adjoining the present Racquet Court, which would be useful and beneficial to the smaller boys.
- (6) The Rifle Range should be extended to 100 yards and shelters provided at the firing points.

VI.—*The question of Punishment, corporal and other.*—Corporal punishment has not hitherto been resorted to as a rule. Punishment usually takes the forms of detention after school hours, impositions, or confinement to a boy's room. It does not seem necessary or desirable to specify precise forms of punishment, but it is suggested that the power of punishment generally should be vested in the Principal, including corporal punishment (at least by caning on the hand) when considered necessary.

### DAILY ROUTINE.

Morning bells, 6-15, 6-45 and 7 A.M.

Roll-call, 7 A.M. taken by the College Monitors.

Morning exercise, 7—7-30 A.M.

} Subject to alteration  
according to season.

8—9 A.M., preparation hour in the Boarding houses, under the supervision of the Motamids. Boys who obtain the special permission of their House-Master prepare their lessons in their own rooms. Others sit in the House common rooms with the Motamid.

9—10 A.M. Hour for bath and breakfast.

### SCHOOL HOURS.

Mondays

Tuesdays

Thursdays

Fridays

} Morning School 10 A.M.—1 P.M.

} Afternoon School 2—4 P.M.

} Lessons of 1 hour each.

1—2 p.m. Recess hour.

Wednesdays

Saturdays

} School 10 A.M.—1-30 P.M. Lessons (1) 10—10-45,  
(2) 10-15—11-30, (3) 11-30—12-15, (4) 12-15—1,  
(5) 1—1-30.

Evening Games, 4-30 to 6-30 P.M. except on Wednesdays and Saturdays, when they are from 3—6 P.M.

Dismissal bell at 6, when all boys return straight to their houses.

6—7-30 P.M. Dinner hour.

7-30—8-30 P.M. Evening preparation under the same conditions as in the morning.

The marks given in the class are added up at the close of each week and announced by the Principal to all classes in the College Hall, each boy taking his place in the order of merit for the week.

### RELIGIOUS INSTRUCTION.

The College Shastri visits each of the Boarding houses in turn between 8 and 9 every morning for private religious instruction, and from 9-30 to 10 A.M. instructs each class twice a week in the College building.

On Sundays from 3 to 4 P.M. the Shastri delivers a lecture attended by all boys and Motamids in the College Hall, and afterwards accompanies them to the College Temple.

*Books taught.*—Vishnu Sahasra Nam, and Sandhiya.

A Hafiz is attached to the Tonk Boarding house.

## ENCLOSURE IV.

**SUBJECT I.**—*The promotion of interest in the welfare of the Colleges by arranging to give Chiefs and parents of boys a more direct voice in their administration.*

**SUBJECT II**—*The terms at which new members shall be admitted to the General Council of each College.*

*Resolution A.*—The view of the Conference is that the General Council of the Mayo College should include the Ruling Chiefs who are now members (and their successors), and should also consist, in addition to British Officers, of as many Ruling Chiefs as possible, representing parts of India other than the Bombay Presidency, the Punjab, and the North-Western Frontier Province, which are provided for by the Rajkot and Aitchison Colleges respectively. The Chiefs should be nominated by His Excellency the Viceroy and Governor-General on the recommendation of Local Governments and Administrations, but no Chief should be eligible for nomination as a member of the General Council unless he has subscribed a sum of not less than Rs 10,000 to the Mayo or Daly College, and has a son or ward being educated at the Mayo College.

The Council would also include the Agents to the Governor-General in Rajputana and Central India, of whom the former would be Vice-President, the Principal of the Mayo College as *ex-officio* Secretary, the Commissioner of Ajmer, three Political Officers from Rajputana and three from Central India, nominated by the respective Agents to the Governor-General, and such other members as the Viceroy and Governor-General, in his capacity as President, might from time to time see fit to nominate. The General Council should meet annually at Ajmer, it may be convened at any time at the discretion of the President or Vice-President, or at the suggestion of the College Committee.

*Resolution B.*—There should be a Committee to deal with all matters connected with the administration of the College. It should consist of not more than ten Ruling Chiefs, being members of the General Council, the Commissioner of Ajmer, and one Political Officer from Central India. Of this body, five, including at least one of the two Political Officers, should form a quorum. Six Ruling Chiefs, of whom not less than four should be Chiefs of Rajputana, should be chosen by ballot by the Chiefs of the General Council; the other four Chiefs on the Committee should be nominated, two by the Agent Governor-General in Rajputana and two by the Agent Governor-General in Central India. The members should serve for two years, but half of those first appointed should serve for three years, so as to secure continuity. They should be eligible for re-election or re-nomination. The Committee should select their own President, who would have a casting vote when opinions were evenly divided. Upon the Commissioner of Ajmer would devolve the duty of convening meetings, recording the proceedings, and conducting any necessary correspondence. The Commissioner should draw up, in consultation with the Principal, a memorandum of all business that is likely to come before the Committee at the next meeting. A copy of this Memorandum should reach each member at least a fortnight before the date fixed for such meeting. A member who desires to bring any question before the Committee should communicate with the Commissioner in ample time for the matter to be included in the list of Agenda.

Subject to the general control of the Vice-President and of the Committee, the ordinary business of the College should be conducted by the Principal, who should be responsible for the executive administration. The Principal should have the right of at any time referring any matter which he regards as urgent to the Vice-President for orders; but should simultaneously advise the Commissioner, for the information of the Committee, of the action which he has taken. The Committee should visit the College at least once a term, and should have the right of visiting it at any time. On every

such occasion they should thoroughly inspect the College, in all branches of its working, and should briefly record their opinions on the general tone of the College, and their views on all matters that are placed before them, or which they consider to be deserving of notice. Where the Committee are unanimous on any question, action may be at once taken in accordance with their views, unless the Principal desires to submit any representation on the subject to the Vice-President: provided that no expenditure should be incurred which cannot be met from the sanctioned budget, grant. The Committee's proceedings should be forwarded without delay through the Principal to the Vice-President, copies being also furnished to each member of the General Council. The Vice-President should reserve for discussion at the annual meeting of the General Council all matters of principle and questions of real importance, merely passing such *ad interim* orders, if any, as might be necessary. The College Budget should be forwarded to the Committee for criticisms or suggestions, before submission by the Principal to the Vice-President.

Before the annual meeting of the General Council the Committee should draw up a list of any points on which it may appear to be desirable to obtain the views of the General Council. This list, with the periodical reports of the Committee, should be placed before the annual meeting of the General Council for discussion, and should thereafter be forwarded, with any remarks that the Council may have to offer, for the consideration of the Government of India.

SUBJECT III.—*The general system to be followed in regard to Religious Instruction.*

*Resolved* (1).—That one hour in the morning every day, after bath, should be devoted to Sandhya and religious instruction, which should be compulsory. In the case of Mohamedans, *namaz*, the reading of *Quran* and *Wazifa* should be adopted.

For the Mayo College, the tuition should be given by the religious teachers sent by the parents or guardians of the boys; but where there are no such teachers sent, the State should, if necessary, provide for its Boarding House a Shastri or Hafiz for this purpose. The Motamid (House-Master) appointed by each State will supervise the due carrying out of the provisions of this resolution.

In the case of the Aitchison College, Lahore, and the Rajkumar College, Rajkot, due provision should similarly be made by the parents or guardians, the supervision in the case of these two Colleges being entrusted to the native Wing-Masters or House-Masters.

(2) Every day in the evening, after the outdoor games are over, the Hindu boys should go to the Mandir for *darshan*, and the Mohamedan boys should go to the Masjid for *namaz*.

(3) A Committee consisting of four Pandits and a separate one of four Maulvis should be appointed to advise as regards the books to be adopted for imparting religious instruction. It would perhaps be found necessary to devise a series of books for boys of different ages, and it is believed that the Bhagwat Gita would probably be the final text-book. But as to this point, too, the Committee referred to above, should be asked to give their advice and opinion.

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NOTE OF DISSENT

I regret my inability to endorse the resolution passed at the meeting of the Subcommittee on Religious Instruction, for the reason that I am most emphatically of the opinion that religious instruction should be left entirely in the hands of parents, and we should be most careful not to say or do anything that can, by the wildest stretch of imagination, be construed to suggest anything like compulsion or interference in the matter. His Majesty's Secretary of State for India deprecates in no hesitating terms any responsibility or obligation on the part of the authorities in matters religious, and we cannot do better than respect that decision as it ought to be respected. All I would say on the subject, therefore, is that "the College authorities should afford all reasonable facilities for the carrying out of such religious observance by the boys as their parents or guardians may desire."

With regard to the time to be allotted to such observances, 15 to 20 minutes would, in my opinion, be ample for the purpose. If a boy is dosed with two hours of religious instruction every day in addition to the class work, which, with the new Curriculum will, we are told, be anything but light, the boy will get so sick of it that there will be danger of creating in him a positive dislike for the subject for the rest of his life. Home is undoubtedly the proper place for religious instruction, which should be carried out under the direct supervision of the parent or guardian by the family priest. An hour or so devoted to the subject during the vacation will not seriously cut into the holiday, and the brain not overtaxed with class work, the boy will be better able to concentrate his attention, and acquire the knowledge with profit. There will at home be the further advantage of having a place of worship of the proper denomination within reach.

BIHUGWANT SINHAJEE,

16th March 1904.

Thakur Sahib of Gondal.

SUBJECT IV.—*The Curriculum.*

Resolution recorded by the Sub-Committee appointed to consider the Curriculum question :—

This Conference is asked to bring the results of previous discussion upon the Curriculum into practical form. The previous discussion began with H. E. the Viceroy's opening speech at the Calcutta Conference, in which he referred to the need of a Curriculum more in accordance with the special character of the institutions, and added : "The idea that the Chiefs' Colleges exist as preparatory schools for the Indian Universities appears to me to be a fundamental misconception. In my opinion they are constituted not to prepare for examinations, but to prepare for life."

2. The resolution passed at the Calcutta Conference was as follows :—  
"There must be a new course having at the end of it a general examination, which should, perhaps, carry something of the nature of a diploma, in order that confidence may be created." A Sub-Committee was appointed to draw up suggestions for a new Curriculum. This Sub-Committee drew up a course for eight years' study, consisting of the following subjects : ENGLISH, VERNACULAR, MATHEMATICS, HISTORY, GEOGRAPHY, LAW and REVENUE.

3. The suggestions of the Sub-Committee were circulated by the Government of India to the Local Governments. The Government of India thus summarised the suggested reform proposed in the Curriculum : "That the education furnished by the Colleges should be made both more compact and more practical, combining a really good knowledge of the vernacular with a sound education in English ; that it should be kept distinct from the courses and examinations of the Provincial Education Department or of the Indian Universities, and that it should terminate in a Leaving Examination to test the final progress and aptitudes of the pupil."

4. The comments and criticisms upon the proposed Curriculum which were thus elicited were addressed to the following points : A few (including His Highness the Thakur Sahib of Gondal) were of opinion that the Colleges should work to the University courses. Some (including His Highness the Gaekwar of Baroda) thought that those boys who wished to prepare for the University Examination should be allowed to do so. The Punjab Government, agreeing with the Committee of the Aitchison College, thought that for the present, and for some time to come, at any rate, it was not desirable to deprive the College students of the advantages incidental to the College education being connected with the University. (This refers in part to the desire of some of the boys to proceed to the University, and in part to the desire of others to pass the Entrance Examination as a qualification for Government service).

5. The other criticisms made upon the proposed Curriculum had reference to the omission from it of the Classical Languages, Science, Drawing and Object Lessons.

6. The Government of India, in their despatch to the Secretary of State of 16th July 1903, wrote as follows [para. 3 (2)]:—"It is clear that attention must not only be directed towards making the education practical, but that, in order to secure confidence, there must be a Leaving Certificate or Diploma, which will be stamped by the Government of India as bearing a fixed value, and will, for the purposes of qualification for employment under Government, be accepted as the equivalent of a specified educational standard." And [para. 3 (6)]:—"We are of opinion that the improved education at the Colleges should, so far as local conditions admit, be kept quite distinct from the courses and standards of the Education Department; the matter is not, however, free from difficulty."

7. The differences of opinion which have been expressed outside upon the question of the Curriculum being independent of the University Examinations, have been reflected also in this Sub-Committee. II. 11. the Raja of Sullana has expressed himself in favour of the adoption in the Chiefs' Colleges of the whole course of studies taught in Government High Schools, from the Primer up to the Entrance. The majority of the Sub-Committee, however, are of opinion that the policy of an independent Curriculum, specially arranged for the Chiefs' Colleges, should be adhered to; and, indeed, they would regard a proposal for basing the Curriculum upon the Entrance Examination of the Indian Universities, not as "bringing the results of previous discussion into practical form," but as a reversal of the policy adopted at the Calcutta Conference and endorsed by the Government of India.

8. The Sub-Committee recognise that there is an important distinction between those boys whose literary education will be continued after they leave the College, and those (like ruling Chiefs and land-owners who are minors) whose literary education must terminate when they leave College. It is necessary to provide for both these classes by a difference in the Curriculum in its later stages. The Sub-Committee present a scheme which, in their opinion, affords a thoroughly practical education for Chiefs who are to proceed from the College to the administration of their estates, while also offering a course of sound general education leading to further study, whether the career be directed towards the Imperial Cadet Corps, the Universities, or the public service.

9. The principles upon which the Curriculum is based are as follows:—A common course of study, suitable for both classes of boys, is first provided, and in the three upper classes of the school, which a boy may be expected to enter about his fifteenth year, a distinction is made. The Chief whose education is to end at eighteen will be taught the principles of Political Economy, Land Revenue Administration, and Law, as an introduction to the detailed training in the work of Government, which, it is presumed, he will receive in his own State.

Time will be found for this course of Political Economy, Land Revenue, and Law, principally by a reduction in the hours given to Mathematics. Those who do not follow this course will receive the amount of instruction in Mathematics which is usually given in Indian schools.



10. In fixing the subjects through which both sets of boys will pass, it is assumed that the special needs of all who enter these Colleges are different from those of pupils in an ordinary High School.

All the boys in these Colleges require greater mastery of English and the Vernaculars at an early age, and also a wider general knowledge than is imparted to the average Indian school boy.

11. The main purpose of the Chiefs' Colleges must be the education of the Chiefs, and therefore the teaching of all subjects, especially English and History, must in the upper classes be especially directed towards this end.

The Sub-Committee have carefully considered whether it would be possible to provide for the introduction of the Entrance Course pure and simple in all subjects, for those boys who desire to proceed to the University. They think this undesirable. There will be one main bifurcation between those boys who learn Political Economy, Land Revenue, and Law, and those who learn Algebra and the first four books of Euclid. There will also be a minor bifurcation, as will be shown presently, between Science and Classical Languages. Further sub-division, so as to provide alternative courses in English, History, Geography, Classical Languages, and the Vernacular (with different text-books prescribed by different Universities) would be impracticable, and would prevent the work of the Colleges being brought to a common test. But the Sub-Committee believe that the teaching in English, History, Geography, the Classical Languages, and the Vernacular, though coloured in some respects by its special purpose of training Chiefs and nobles, will still be a thoroughly good general education for the other boys attending the Colleges, and will furnish a satisfactory basis for the pursuit of University studies afterwards if desired.

12. The Sub-Committee therefore propose, in order to meet the needs of the boys who may desire to proceed to the Universities, that application should be made to the Universities to recognise the Diploma granted at the Chiefs' Colleges by the Government of India, as equivalent to the Entrance or Matriculation Examination for the purpose of admission.

13. Many of the parents lay stress upon the retention of the Classical Languages, which are at present taught in the Mayo and Aitchison Colleges. They attach importance to the teaching of Sanskrit especially, as bearing upon the boys' religious training, and the Principals of the Colleges concur with them.

The Sub-Committee therefore recommend the retention of the Classical Languages, as an optional part of the course. Mr. Fraser differs from this recommendation. He would adhere to the view arrived at by the Calcutta Conference. In his opinion, Sanskrit, however desirable in itself, is a luxury which cannot be provided in the case of those whose literary education is to end about eighteen, and for whom it is only too

difficult to find the time required for essentials. The number of hours available for this very difficult subject will not suffice to impart more than the barest smattering; and even if more were possible, no knowledge of Sanskrit would compensate for ignorance of Science, whether regarded as a mental training or as part of a Ruler's necessary equipment for understanding the various questions which will come before him. Even for those whose education may be continued after leaving the College, Mr. Fraser would deprecate Sanskrit in place of Science, but for minor Chiefs he considers that no option should be allowed, and Science should be obligatory. It is assumed that the family priest can always teach enough Sanskrit to enable a boy to understand the meaning of his religious ceremonies and prayers. His Highness the Maharaja of Bikaner concurs with Mr. Fraser.

14. Science is taught at all the Colleges, and is thoroughly popular. Several of the Chiefs here present have studied it with interest and benefit. The Sub-Committee propose its retention. Time will not, however, permit of the boys being taught both Science and the Classical Languages, and these two subjects will both be optional and alternative to one another.

15. Drawing is taught throughout the Rajkot and Aitchison Colleges, and is very much liked by the boys; and it has until recently been taught as an extra in the Mayo College. The Sub-Committee propose its retention.

16. The subjects, therefore, common to all boys will be English, History, Geography, Mathematics, a Vernacular Language, and Drawing; and there will be a choice between the Classical Languages and Science.

17. The course of study now recommended will be for all three Colleges, and will be substantially the same. They will be tested by a common examination held annually under the superintendence of the Inspector of Chiefs' Colleges, which shall be of a high standard; and those who pass this examination will receive a Diploma, issued by the authority of the Government of India. The Sub-Committee recommend that the examination shall take place in March-April, and shall be an oral and practical as well as written examination; that it shall first be held in March-April 1905, and that the subjects and scope of them shall be as shown in the annexed schedule.

18. The Sub-Committee do not think it necessary to prescribe identical time tables for the three Colleges, nor to enter further into the allotment of time to each subject. The schedule shows the subjects proposed for the Diploma Examination at the end of the school course, with some directions as to the general aim of the teaching of each. The Principals, under the guidance of the Inspector, will best arrange the details of the classification and the distribution of the work which will lead up to the standard now laid down.

The method followed in constructing the lists of books entered in the schedule has been to compare the books actually used in each College for each subject, and to select the best, or substitute better alternatives, and to make additions.

19. The Sub-Committee do not recommend a common examination for any except the highest class in the three Colleges. Such outside examination of the other classes as is necessary will be arranged for each College separately by the Inspector.

20. The boy will be expected to undergo examination in his whole course; it is not desirable to distinguish some subjects as necessary for a pass and others as unnecessary, lest the latter should be neglected. The Inspector will decide whether the boy passes upon the whole, and his final estimate will be framed in consultation with the Principal. There will be one Diploma for all who pass, and each Diploma may specify the subjects in which the boy has earned distinction.

The presence of representatives of the Committee during the examination will be welcomed.

M. SCINDIA (*of Gwalior.*)

C. W. WADDINGTON.

GANGA SINGH (*of Bikaner.*)

JESWANT SINGH (*of Sailana.*)

MOHAMMED BHAWAL KHAN (*of Bhawalpur.*)

J. HUTCHINSON.

RAO KHENGARJI (*of Cutch.*)

BHAGWANT SINGH (*of Gondal.*)

S. M. FRASER.

C. MAYNE.

W. BELL.

H. W. ORANGE (CHAIRMAN).

15th March 1904.

SCHEDULE TO THE REPORT OF SUB-COMMITTEE ON THE CURRICULUM OF THE  
CHIEFS' COLLEGES.

This schedule shows the books at present used in the three Colleges, and the proposals of the Sub-Committee for the scope and subject matter of the proposed common examination—

**Present.**

**Proposed.**

**HISTORY :—**

*Proposed for the Examination,  
1905.*

*(a) of England—*

Aitchison	...	Buckley.	Cyril Ransome's
Rajkot	...	Empire.	Short History of England.
Mayo	...	Gardiner.	

*(b) of India—*

Aitchison	...	Lethbridge.	(a) Marsden's History of India and a special period.
Rajkot	...	Sinclair.	(b) Special period for 1904-05, Canning in Rulers of India series.
Mayo	...	Lethbridge.	

**GEOGRAPHY—**

Aitchison	...	Manual of Geography.	Chisholm's Smaller Geography for Indian schools.
Rajkot	...	Mackay.	The world and its peoples, Asia.
Mayo	...	Clarke's Geographical Reader.	Map Drawing.

**MATHEMATICS :—**

1. *Arithmetic—*

Aitchison	...	Pendlebury	...	} The whole.
Rajkot	...	"	...	
Mayo	...	"	...	

2. *Mensuration—*

Aitchison	...	Pierpoint, the beginning	..	} Pierpoint Plane Figures and Straight Lines.
Mayo	...	"	...	

3. *Euclid—*

Aitchison	...	Hall and Stevens	...	} Hall and Stevens Book I.
Rajkot	...	"	...	
Mayo	..	"	...	

**VERNACULAR :—**

In all the Languages, examination both oral and written will be held in Reading (both printed books and manuscripts), Composition, Grammar, Translation (both seen and unseen), and re-Translation. The Translation and re-Translation will be into and from English.

**URDU :—**

The only common vernacular is Urdu	...	} Punjab "Urdu Entrance Course."
At Aitchison, the text-book is the Punjab "Urdu Entrance Course." ...	...	
At Rajkot it is the Bombay University "School Final Course." ...	...	(No Grammar book prescribed.)

HINDI. } Same books as at present used, until the revised books for  
GUJARATI. } Gujarati and Marathi are available.  
MARATHI. }

#### SCIENCE :—

At present Roscoe and Balfour Stewart are used.

The text-books should be these Primers, and the examination will test the candidate's practical knowledge of all the instruments and processes described.

A course of object lessons should be given in each College in the lower classes.

#### CLASSICAL LANGUAGES :—

##### *Persian*—

*Aitchison*.—Read the University Entrance text-book, "Ganjina-i-Khirad" and a Grammar (not the one prescribed by the University), "Anglo-Persian Grammar, published in Bombay.

*Mayo*.—Allahabad Entrance books, viz., M. Muhammad Shibli's Selections. The Grammar "Miftah-ul-Kawaid."

It is desirable to have one text-book, but not necessary to prescribe a Grammar. The text-book recommended for the examination is Shibli's Selection.

##### *Sanskrit*—

*Aitchison*.—The Punjab Entrance Course is read, viz., Bhandarkar's first and second books of Grammar, and the Hitopadesh, edited by Kasi Nath Pandurang Pura, Bombay.

*Mayo*.—The Allahabad Entrance Course, viz., Aditya Ram Bhatta Charya, Selections, and Raj Krishna's Grammar.

It is better to have one text-book and one grammar. The Aitchison College Course will be prescribed for all.

#### POLITICAL ECONOMY.—

##### *Proposed.*

Mayo College use Simes' ... { Mrs. Fawcett's Political Economy for  
beginners, supplemented by Horace  
Bell's Laws of Wealth (Thacker  
Spink.)

#### LAND REVENUE AND LAND RECORDS :—

In default of a better hand-book, selections may be made from Baden Powell's Land Systems of British India, and the teaching may be aided by lectures. A simple Settlement and Revenue Manual is wanted. The Principals of the Colleges will endeavour to arrange for simple lessons and lectures.

For the present the examination will be oral, and will follow the lines of the teaching given in each College.

**LAW :—**

Both Rajkot and Mayo use Whitworth's Law Lectures—in Rajkot in the two top classes, and in the Mayo College in the three top classes.

Both Principals approve this book. Lectures should be arranged, say a course of six, on Hindu and Muhammadan law, and elements of jurisprudence. Here again the teaching must come first, and the examination must follow the lines taken by the teaching.

**DRAWING :—**

*Present—*

- Aitchison.*—(1) Free-hand drawing from the flat.  
 (2) Model drawing.  
 (3) Geometrical drawing.  
 (4) Drawing to scale.

The boys, however, never get beyond the first two.

*Rajkot.*—Free-hand.

Model drawing.

Some brush work and painting done by most.

*Proposed—*

The examination should be in free-hand, model drawing, and some colour work.

**ENGLISH :—**

*Present—*

*Aitchison.*—Longman's Advanced Literary Reader, Poetical Selections.

*Rajkot.*—Tom Brown's School-days (abridged)—Poetical Selections made by Principal out of Tennyson and Golden Treasury—She Stoops to Conquer.

Rowe and Webb's English Grammar for Indian schools.

*Mayo.*—(Allahabad Entrance)—

Washington Irving's Sketch Book Selections.

Robinson Crusoe (abridged).

Goldsmith's Deserted Village.

Macauley's Horatius.

Nesfield's Grammar.

*A. B.*—The second class reads more difficult books.

*Proposed—*

The aim of the teaching of English should be to ensure that the boys speak and write English correctly and fluently, and that they acquire a taste for good literature. A considerable number and variety of books bearing both on European and on Indian life should be read, and at least one book should be studied critically.

The Principals should themselves select the books to be read in the upper classes, and the examination should be such as not to fetter them by enforcing uniformity.

The examination will be both oral and written ; it will test reading conversation, composition, simple grammar, translation from and into the vernacular ; the general comprehension of the books read, and the critical knowledge of the book selected for special study. The examination in the last case will not be based upon a specified edition of the text and commentary, but the Principals will furnish the Inspector with the scheme of instruction followed and the points to which critical study has been directed ; and the Inspector will be guided by this in his oral and written examination upon it.

The following list is given to show the kind of book which is considered suitable :—

*Biography.*—Macmillan's Men of Action series and Rulers of India.

*Stories of Travel, Adventure and Romance.*—

Tales of Indian Chivalry.

Deeds that Won the Empire.

Wheeler's Tales from Indian History.

Fights for the Flag.

Tom Brown's School-days.

Lang's True Story Book.

Treasure Island, and Master of Ballantrae.

Where Three Empires Meet.

Ride to Khiva.

Meadows Taylor—Tippu Sultan.

*Plays.*—Merchant of Venice, Othello, Tempest.

Lord Roberts' Forty-one years in India.

Scott's Novels, Ex. Gra. Ivanhoe.

*Poetry.*—Selections from Tennyson (e.g., Idylls of the King, Enoch Arden); Matthew Arnold; Sohrab and Rustom; Scott (Marmion, Lady of the Lake).

*General.*—Good "senior reading book" of selections. Raleigh's Elementary Politics.

Tod's Rajasthan (portions).

Letters to an Indian Rajah.

Common Thoughts on Serious Subjects.

MEMORANDUM BY H. H. THE RAJA OF SAILANA, APPENDED TO THE REPORT  
OF THE SUB-COMMITTEE UPON CURRICULUM.

In my humble opinion the question of a proper Curriculum for the Chiefs' Colleges is one of the greatest importance. Of all the matters under discussion, I for one would submit there is no subject which requires more careful consideration and thought. It is, in fact, a branch of a much wider subject, *viz.*, the *raison-de-etre* of the Chiefs' Colleges themselves, and the quality of the education to be imparted therein, a subject which, however, we are not called upon to discuss now except in so far as it relates to the Curriculum.

I would therefore take into consideration what our chief aim is in the establishment of the Colleges. The immense personal interest taken by our beloved Viceroy, H. E. Lord Curzon, in their substantial improvement clearly testifies that our aim ought to be to impart the *best* education possible on the soundest lines. We want our growing Thakurs and Chiefs to be able to hold their own amongst the intelligent classes of the community. Excepting the minor Chiefs themselves, who are generally not more than five per cent. of the boys in these schools, we want our Thakurs who held positions of trust and responsibility in our States from times past, still to hold those positions. We should not care to go in for graduates and other professional place-hunters in preference to these Thakurs if we can help it. But what unfortunately happens now is, that for want of the requisite educational qualifications, we are forced to fall back on graduates, etc., to fill important posts, in preference to the landed aristocracy. In another way also is the want of higher education among these a source of danger and evil to the States, for the younger sons of the Thakurs, incapable of employment in high trust, become the centres of idle and mischievous scheming inside the State.

Hence on other grounds it is highly desirable that these Colleges should impart the highest possible education and be Colleges in reality rather than in name. The products of these Colleges must be able to read and write English fluently and well, and must be advanced enough in their studies to take a real pleasure in reading standard literature for its own sake. They must have cultivated the study of some Science to an advanced course. And in addition they must have a good knowledge of History, Political Economy and Law, so as to become useful administrators. In short, the standard we ought to aim at is one which should be equal to that of the Arts graduate of the Universities around.

I would therefore have every boy study up to the Entrance Standard, and then prepare for the ordinary Universities Arts Degree generally. This in itself, I am aware, will not meet the requirements sketched above. I would therefore have, after the Entrance standard has been reached, a special course of studies for three years, at the end of which the students may be conferred a special Degree, to be called the Chiefs' College Graduate.



The subjects for this course may include three branches:—(1) Advanced English; (2) Science, including Philosophy; (3) Law, a Political Science and Political Economy. The standard of education in these subjects should not be below that of the B.A. of any Indian University.

Unless this is done our boys will not get the best possible education here. They will have to go to the public Schools and Colleges, or have to be sent to England, etc., courses which will always remain exceptional and inconvenient.

The question of funds ought not to deter us here. We have already got for these Colleges a superior staff of European Professors. We must get more also as it becomes necessary. For the present, in order to raise the standard of these Colleges to this degree of efficiency, it may fairly be enough to employ a few more qualified native teachers in the lower classes.

Nor should the question as to the age when the boys will have to leave the College be a bar to this advanced course of studies. Most boys can stay on up to 21 in the College. If they begin the Primary course at 10 they ought usually to be able to finish the Entrance Standard by 18, and the next 3 years will form the true College course to prepare for the College Degree.

I wrote this para. before the question as to the age when the boys will leave the College was discussed. Now that it has been decided that it should be at 20, I think, in most cases, it will be possible for a boy to reach to the highest College Class as sketched here, by his twentieth year.

One other possible objection may also be answered here. It may be questioned if our boys have the capacity to go in for this higher education. As to what degree of culture some of us may attain to, even under the most adverse circumstances, I need mention no better example than that of my friend here, His Highness the Thakur Sahib of Gondal.

I shall consider that the introduction of this scheme of higher studies is practicable even from this year. The Principal of our Colleges here are in a position to supply us with valuable information as to its immediate feasibility. Let us, for instance, take into consideration the capacity, age and the general circumstances of, say, the boys of the two highest classes in the Mayo College. So far as I can ascertain, most of the boys in them can stay on for the Degree course for 3 and 4 years respectively, and would vastly benefit thereby, rather than be compelled to close their scholastic career in two months and one year, as they no doubt will have to do under the present arrangement.

Lord Curzon has munificently increased the European staff in these Colleges. He has been evincing a most parental interest and solicitude in their welfare. The other day he congratulated His Highness the Nawab of Bhawalpore on having attained to the singular honour amongst Ruling Chiefs of having passed the Entrance Examination. He has been-

asking us, as our warmest friend and well-wisher, not to put our hands in the sling, but come forth boldly and drink deep of the Pyerian spring—the fountains of knowledge. But how shall we do it unless we have in these Institutions the highest moral and intellectual nurseries of the future, worthy of the allied Chiefs of India, and equal to the noble aims and aspirations of their noble progenitor Lord Mayo, no less than their modern reformer Lord Curzon.

As I feel very strongly on the subject, I have expressed myself at some length; and I would most earnestly commend the above for the consideration of the Conference.

One point only would I add now to this subject of the Curriculum. A knowledge of Sanskrit is highly important to every cultured Hindu, and its study must always be made possible in these Colleges. I would not have the subject compulsory for any boy, but that it should be taught as one among many subjects to those boys whose parents desire it, I have no hesitation in urging upon this Conference.

JASWANT SINGH,  
*Raja of Sailana.*

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SUBJECT V.—*The Question of Fees.*

The Conference is of opinion that the question of Fees at the Mayo College should be settled in accordance with the following proposal made by H. H. the Maharaja of Jaipur:—

“That boys joining the Mayo College from any State within the area from which the General Council is recruited, as defined in Resolutions I and II, shall pay only such fees as are at present paid or shall in future be paid by boys from the Rajputana States. The Conference shares the confidence of H. H. the Maharaja that reliance may be placed on the generosity of Chiefs and others who wish to enjoy the advantages of the Mayo College, to supplement its resources by contributing to its endowment or maintenance, as their means may permit.”

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SUBJECT VI.—*The Age for Admission and Withdrawal.*

This Conference is of opinion that the minimum age for a boy to enter a Chiefs' College should be 8; that, unless in very exceptional cases, such as the successor to a State who has been adopted (say) at 16, no boy should be allowed to enter after the age of 15 unless he can pass an educational test, the standard for which will be left to the discretion of the Principal in communication with the College Committee. The age for leaving should ordinarily be fixed at 18 to 20 according to the capacity and attainments of the boy. All boys should leave at the age of 20. A boy should only be allowed to remain at College till he is 21 in special cases.

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SUBJECT VII.—*Common Messing.*

As regards *Common Messing* the opinion of this Conference coincides with that of the Government of India, that common messing is desirable, and should, wherever possible, be encouraged among boys of the same caste; but no pressure, much less compulsion, should be brought to bear upon parents or boys with a view to enforcing a system of common messing. In all cases the option whether a boy should join a common mess or not should lie with the parents and not with the boy.

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SUBJECT VIII.—*Accommodation in Boarding Houses.*

*Boarding Houses, additional accommodation, and the proposal of His Highness the Maharaja of Bikaner, that chiefly with a view to give greater freedom to the older boys, all boys of 16 and over should live in a house or houses apart from the younger boys.* This Conference is of opinion that these subjects should be reserved for the decision of the College Committee in consultation with the Principal of the Mayo College.

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SUBJECT IX.—*The Selection and Duties of Motamids.*

*Resolution A.—With regard to House-Masters or Motamids* this Conference is of opinion that in the Mayo College there should be two Motamids or House-Masters in each boarding house when considered necessary, instead of one as at present; that they should not draw less than Rs. 100 a month; they should be men of much superior class and education to those as a rule deputed at present, able, when required by the Principal, to assist the ordinary staff in teaching classes in the College; the States whom they represent should pay their salaries as they do now, but before appointing them they should consult with the Principal and the Committee. The Principal should retain his present power of suspending any Motamid.

*B.—With regard to native guardians of boys (frequently known as Musahibs), this Conference have no desire to modify the existing system, whereby parents may at their discretion select a guardian in whom they have confidence to accompany their sons to the College, power being reserved to the Principal to suspend the guardian if necessary. Parents should be impressed with the advisability of sending guardians who are capable not only of exercising the requisite influence over boys during term, but also of keeping the College influence alive during holidays.*

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*SUBJECT X.—The number and description of Servants to be attached to boys.*

The Conference is of opinion that the general principle to be followed in each College should be that the servants should be as few as possible. The carrying out of this principle in individual cases may be left to the Committee in consultation with the Principal. At the same time there is a consensus of opinion in favour of gradually substituting a College staff of servants for private servants, as far as possible.

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## ENCLOSURE V.

Proceedings of the Sub-Committee appointed to consider (a) the definition of the powers to be exercised by the Committee and Principal of the Mayo College; and (b) treatment of the supplementary questions which Mr. Waddington has proposed for the consideration of the Conference.

The Sub-Committee, consisting of the Honorable Major Hugh Daly, C.S.I., C.I.E., their Highnesses the Maharaja Scindia of Gwalior, the Maharaja of Bikaner, the Maharao of Kotah, and Mr. Waddington, assembled at 5 P.M. on the 15th March in the main Hall of the Mayo College.

\* Page 27 of  
Enclosures.

1. The Sub-Committee submit a re-draft of portion (b) of the 1st \*Resolution.

\* Page 19 of  
Enclosures.

2. The Sub-Committee are of opinion that Nos. 1, 2, and 4 of Mr. Waddington's supplementary \*questions should be reserved for consideration by the proposed Committee of the College.

\* Page 28 of  
Enclosures.

3. The Sub-Committee recommend that the Note by Mr. Waddington upon the native teaching staff, which is appended to the third of his supplementary questions, should be added as a rider to the \*proposals of the Conference under the head Curriculum.

4. Taking the average strength of the College at 100, the number of classes under the new Curriculum is certainly not likely to be less than it is at present. The Sub-Committee therefore recognise that there is urgent need for the extra class rooms, &c., for which Mr Waddington asks under his fifth supplementary question. The Sub-Committee recommend that the additional accommodation should, as far as possible, be provided by an extension of the present central hall, the new portion being constructed of the same stone. The Sub-Committee further recommend that Col. Sir Swinton Jacob should be invited to arrange for the preparation of the necessary plans and estimates. It is understood that the Government of India would bear the cost of the additions.

His Highness the Maharaja Scindia has expressed his desire to be permitted to supply a complete equipment for the Laboratory; and His Highness the Maharaja of Bikaner similarly desires to present a Pavilion for the new Cricket ground. The other requirements, as entered under heads (c) to (y) of the fifth of Mr. Waddington's supplementary questions should, in the opinion of the Sub-Committee, be provided from College funds, or left over for separate consideration hereafter.

5. The Sub-Committee would prefer that the question of punishment (supplementary question No. 6) should be discussed in the full Conference, with the special object of ascertaining the general view of the Chiefs in the matter of corporal punishment.

## ENCLOSURE VI.

**Proceedings of the Sub-Committee on the question of defining more definitely the powers of the Council of the Rajkumar College, Rajkot, and suggesting any amendment in its Constitution arising from the discussion of Subjects Nos. I and II by the Conference.**

The draft of the Conference's Resolution assigns tentatively to the Mayo College Committee power to deal with the following questions :—(1) Native Staff, Establishment, and Servants, (2) Class routine, (3) Holidays, (4) Punctual attendance of boys after vacation, (5) Scales of expenditure, (6) Accommodation, (7) Games, (8) Punishments. With reference to these points, the Sub-Committee framed the following Resolutions, omitting such as did not appear to them to require embodiment in a Resolution:—

*Resolved.*—

- 1.—(1). That in the case of all appointments to posts on the superior (teaching) staff and to posts of Wing-Masters, (*i.e.*, Boarding House Masters), the approval of the Council should be obtained by the Principal, who should inform the Council of the man or men selected by him as soon as he conveniently can. The Principal should have the power of suspending a Master; dismissal should rest with the Council, with whom the Principal should at once communicate in such cases. No (1) in the draft.
- (2). That the adjustment of terms and holidays should be in the hands of the Council. No. (3) in the draft.
- (3). That the Budget should always be approved by the Council before being submitted to the karbharies.
- (4). Any important occurrence or modification in the existing arrangements should be reported at once by the Principal to the Council.
- (5). That the Council should meet once a term (*i.e.*, twice a year) for the purposes of inspection and transacting business.
- (6). That the Principal should not be a member of the Council.
- (7). The Board of Visitors should represent all the Divisions of the Bombay Presidency as far as possible. (H. H. the Maharao of Kutch would go further and encourage Chiefs from parts of India other than Bombay to qualify for appointment to this Board).
- (8). In important matters, should the Vice-President think a Resolution of the Council is likely to be prejudicial to the interests of the College, he should refer the matter to Government, and the Resolution remain in abeyance pending the decision of Government.

With the above exceptions, the Sub-Committee is satisfied with the powers and constitution of the Rajkumar College Council.

*B.*—With reference to No. III of the subsidiary questions handed in by Mr. Waddington for the Conference's discussion, the Sub-Committee of the Rajkumar College, Rajkot, recommend that the Native Staff at Rajkot should consist of seven men, instead of six, sanctioned by the Secretary of State for India, as for reasons subjoined seven are necessary.

*Reasons for giving an extra Native Assistant*—There are 6 classes in the Rajkumar College at present, but a sub-division in the lowest class is necessary. Further, the College has to teach 3 Vernacular Languages, *viz.*, Gujarati, Marathi and Urdu. Further, it is conceivable that some boys may wish to learn Sanskrit. Vernacular lessons are taught simultaneously. Hence in a class containing boys whose Vernaculars

are the above-mentioned three, three Masters are necessary at the same time. The present teaching Staff consists of a Principal and 8 Assistants, 9 in all. The new Curriculum is much in advance of that at present followed, so that in recommending 7 Native Assistants in addition to the English Principal and Vice-Principal (9 in all)\* only what is absolutely necessary is considered.

C.—With regard to reference No. IX, on which the opinion of this Sub-Committee was invited by the President of the Conference, viz., the selection and duties of Motamids, the Sub-Committee agreed as follows:—

The appointment of these men is a very important matter, and it is fully as important to have efficient\* *Boarding House-Masters* as to have efficient *Class-Masters*. Old boys, if available, are preferable in these posts, as they are more likely to be in touch with the Kumars and to have control over them than men selected from classes lower in the social scale. The experiment of appointing a well-educated Rajput to one of these posts has worked well at Rajkot. Such men should get at least Rs. 100 a month and be placed on the regular Staff. They should be sufficiently well-educated to be able to help the younger boys in their rooms in their evening and morning preparations, and to take a low College Class in the absence of a master. The Sub-Committee would like to see such posts made pensionable, with the object of securing the best class of men. Boarding House-Masters should not, as a rule, be appointed too young.

The above Resolutions were, with the exception noted (A No. 7), passed unanimously.

W. KENNEDY, LT.-COL., A.G.K.  
 RAO KHENGARJI (of Cutch).  
 BHAGWUNT SINGH (of Gondal).  
 C. MAYNE, PRINCIPAL, Rajkumar College.

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## ENCLOSURE VII.

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Aitchison College, Lahore.

MANAGEMENT.— This Sub-Committee is of opinion that no radical change is required in the statutes of the Aitchison College. These statutes have proved satisfactory, the only defect being that as the nominated visitors are Chiefs, and as the Committee is appointed by the visitors, it has not hitherto been arranged to appoint any Chief to the Committee of Management. To remedy this defect all that is required is to provide that at least two members of the Committee should be Chiefs. This can be secured by indicating in the list of nominated visitors those two Chiefs who may be selected by the Patrons to serve on the Committee of Management.

This Sub-Committee would also recommend that it be provided, that at least two members of the Committee of Management should be persons who have sons or wards on the rolls of the College.

Since the statutes were drawn up, the four leading States in the Punjab have been placed in political charge of a Political Agent; this Sub-Committee recommends that the Political Agent of the Phulkian States and Bhawalpur be an *ex-officio* member of the Committee of Management.

J. HUTCHINSON.

MOHD. BHAWAL KHAN (*Nawab of Bhawalpur*).

J. R. DUNLOP-SMITH.

W. BELL.

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With regard to the Aitchison College, the Sub-Committee are of opinion that an improvement in the qualifications and status of the Motamids\* on the lines proposed for the Mayo College is certainly desirable, but they should remain as hitherto members of the College staff, and should be paid out of College funds.

\* In the Aitchison College there are called *Motamids*.

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## APPENDICES.

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## APPENDIX No. I.

PRESENT CURRICULUM OF STUDIES FOLLOWED AT THE  
MAYO COLLEGE, AJMER.

## ENTRANCE CLASS—(Allahabad University.)

## ENGLISH—

<i>Texts</i> —Irving : Selections from Sketch Book ...	...	The whole.
Defoe : Robinson Crusoe ...	...	The whole.
Goldsmith : Deserted Village ...	...	The whole.
Macauley : Horatius ...	...	The whole.
<i>Nesfield's Grammar</i> —Pages 258 to 352.		
Translation from Hindi or Urdu into English.		
Composition.		

## HISTORY AND GEOGRAPHY—

<i>History</i> —English : Gardiner's Outlines of English		
History ...	...	The whole.
Indian : Lethbridge's Indian History		
(without the Appendix) ...	...	The whole.
Lee Warner : Citizen of India ...	...	The whole.

## GEOGRAPHY—

<i>Syme's Political Economy</i> ...	...	The whole.
<i>Clarke's Geographical Reader</i> ...	...	Part I.
<i>Map Drawing</i> .—The world, India, Asia, Europe, Africa, N. America, S. America, Australia, and England.		

## MATHEMATICS—

<i>Arithmetic</i> ...	...	The whole, excepting cube root and stocks.
<i>Algebra</i> ...	...	To L. C. M.
<i>Geometry</i> ...	...	3 Books.
<i>Mensuration</i> —With field book ...	...	49 pages.

## CLASSICAL LANGUAGE—

<i>Sanskrit</i> —(1) Aditya Ram Bhattacharya : Selections in		
Prose and Poetry ...	...	The whole.
(2) Raj Krishna Banerji's Grammar ...		
The whole.		
<i>Persian</i> —(1) M. Muhammad Shibli : Selections in Per-		
sian Prose and Poetry ...	...	The whole.
(2) Miftah-ul-Qawaid ...	...	The whole.

## FIRST CLASS.

## ENGLISH—

Merchant of Venice : Shakespeare ...	...	The whole.
Deeds that Won the Empire : Fitchet, ...	...	p.p. 1-150, 224-277, 290-end
Political Economy : Jevons ...	...	The whole.
Whitworth's Law Lectures ...	...	The whole.
Nesfield's Grammar ...	...	Pages 206-296.
Translation from Hindi or Urdu into English.		
Composition.		
Recitation.		

## HISTORY AND GEOGRAPHY—

<i>History</i> —English : Gardiner ...		
Beginning to Part III.	...	
Indian : Sinclair ...	...	Pages 1-165.
<i>Geography</i> —Clarke's Geographical Reader, 3rd portion—Asia, India, Europe, England.		

## MATHEMATICS—

<i>Arithmetic</i> ...	...	The whole, excepting cube root and stocks.
<i>Algebra</i> ...	...	30 pages.
<i>Euclid</i> ...	...	21 propositions of Book I.

## SCIENCE—

<i>Physics</i> —Balfour Stewart's Primer ...	...	60 pages.
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## CLASSICAL LANGUAGE—

<i>Sanskrit</i> —(1) Aditya Ram Bhattacharya : Selections	in Prose and Poetry ...	Pages 1 to 35 A Division
" " " "	... ..	Pages 1 to 28 B "
(2) Raj Krishna Banerji's Grammar	... ..	Pages 1 to 97 A "
" " "	... ..	Pages 38 to 97 B "
" " "	... ..	Pages 38 to 36 C "
<i>Persian</i> —(1) M. Muhammad Shibli's Selection,	... ..	Pages 1 to 60.
(2) Miftah-ul-Qawaid ... ..	... ..	Pages 1 to 63. Omitting pages 26 to 37.

## SECOND CLASS.

## ENGLISH—

Count Antonio : Anthony Hope ... ..	The whole.
Life of Nelson : Southey ... ..	Pages 1 to 13.
Whitworth's Law Lectures ... ..	First half.
New Manual of Grammar ... ..	The whole
Translation from Hindi or Urdu into English.	
Composition and Analysis.	
Recitation.	

## HISTORY AND GEOGRAPHY—

<i>History</i> —English : Gardiner's Outlines ... ..	Edward I, to end of Elizabeth.
Indian : Sinclair . . . . .	From beginning to 1526
<i>Geography</i> —Clarke's Geographical Reader . . . . .	India
<i>Map</i> .. .. .	India.

## MATHEMATICS—

<i>Arithmetic</i> ... ..	Rule of Three and Double Rule of Three up to page 141.
<i>Algebra</i> ... ..	20 pages.
<i>Euclid</i> ... ..	12 Propositions of Book I.

## SCIENCE—

<i>Physics</i> —Balfour Stewart's Primer . . . . .	40 pages
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## CLASSICAL LANGUAGE—

<i>Sanskrit</i> —(1) Gad-Pad-Sangrah (Sanskrit Reader)	Pages 1 to 25.
(2) Upakramanika .. . . .	Pages 18 to 51, and 58 to 70
<i>Persian</i> —Guldastai Danish ... ..	Pages 1 to 11, and 123 to 132
(3) Mukhtasir-ul-Qawaid ... ..	Pages 1 to 25

## THIRD CLASS.

## ENGLISH—

Horatius : Macaulay ... ..	The whole.
Hans Anderson's Fairy Tales ... ..	164 pages
Translation from Hindi or Urdu into English	
Composition and Parsing.	
Recitation .. .. .	34 stanzas of Horatius learnt by heart.

## HISTORY AND GEOGRAPHY—

<i>History</i> —English : Gardiner's Outlines ... ..	Edward I, to end of Elizabeth.
Indian : Sinclair ... ..	From beginning to 1526.
<i>Geography</i> —Clarke's Geographical Reader, India.	
<i>Map</i> —India .. .. .	Its provinces.

## MATHEMATICS—

<i>Arithmetic</i> —Barnard Smith's ... ..	Simple Interest (including up to page 143).
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## SCIENCE—

<i>Paul Bert</i> —Chemistry.	
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## VERNACULAR—

<i>Hindi</i> —Bhasha Sar-sangrah, Part I ... ..	Pages 1 to 120.
Vyakaranas ... ..	Pages 1 to 12.
Patra Malika, Part I. ... ..	Pages 1 to 18.

Urdu—Pakiza Khayalat ... ..

Qawaid Urdu, Part I. ... .. The whole for 1st Division,  
Inshai Urdu, Nastaliq ... .. and 34 Pages for 2nd Div.  
... Page 6 to end } For 1st Div.  
... Page 16 to end }

#### FOURTH CLASS.

ENGLISH—

*Text Book*—Orient. Reader, No. IV ... ..

*Poetry*—College Book, 200 lines selected ... .. 102 pages.  
... From page 29 to 30 learnt  
by heart.  
*Grammar*—New Manual of English Grammar ... Pages 1 to 88.  
*Translation into English (From Vernacular Readers).*  
*Composition and Parsing.*

HISTORY AND GEOGRAPHY—

*History*—Hunter's Brief History of India, in Hindi, Part II: Page 91 to end  
*Geography*—Blochmann's. (1896 edition).  
*Map Drawing*—Africa, Revision of India, Asia and

MATHEMATICS—

*Arithmetic*—Barnard Smith's ... .. Pages 116 to 137.

SCIENCE—

Paul Bert—Physics ... ..

VERNACULAR— ... .. Pages 192—234 (English).

HINDI—

*Text Book*—Fifth Reader ... ..

*Grammar*—Hindi Vyakaransar .. ... Pages 1 to 105.  
... Pages 22 to 34.

URDU—

*Text Book*—Fifth Reader ... ..

*Grammar*—Qawaid Urdu, Part I ... .. The whole, 1st Division.  
*Letter Writer*—Inshai Urdu, Nastaliq ... .. Pages 1 to 6 "

*Agriculture*—Kheti-ki-Tisri Kitab (Urdu): ... Pages 1 to 15 "  
*Text Book*—Third Reader ... .. 2nd half "

... 2nd Division.

#### FIFTH CLASS.

ENGLISH—

*Text Book*—Orient Reader, No. III ... ..

*Poetry*—College Book ... .. 80 pages.  
... 150 lines selected from  
pages 40 to 50.  
*Grammar*—Grammatical Primer ... .. Pages 24 to 58.  
*Translation*—From Vernacular Readers.

HISTORY AND GEOGRAPHY—

*History*—Hunter's Brief History of India, in Hindi,  
Part II ... .. Pages 1 to 62 (1896 edition).  
*Geography*—Blochmann's.  
*Map Drawing*—Europe and Revision of Asia.

MATHEMATICS—

*Arithmetic*—Barnard Smith's ... .. Pages 84 to 111.

SCIENCE—

Paul Bert, Stones (Hindi) ... ..

VERNACULAR— ... .. Pages 20 to 44.

HINDI—

*Text Book*—Fourth Reader ... ..

*Grammar*—Hindi Vyakaransar ... .. Pages 1 to 90.  
... Pages 10 to 21.

URDU—

*Text Book*—Fourth Book ... ..

Third Book ... .. The whole for 1st Division.

*Agriculture*—Kheti-ki-Tisri Kitab (Urdu) ... The whole for 2nd Division.  
... 1st half.

**SIXTH CLASS.****ENGLISH—**

*Text Book*—Orient. Reader, No. II ... .. Conversation.

*Poetry*—College Book, 100 lines selected from pages 50 to 56.

Dictation.

Composition.

**GEOGRAPHY—**

*Geography*—Blochmann's ... .. Asia and India.

*Map Drawing*—

**MATHEMATICS—**

*Arithmetic*—Barnard Smith's : pages 54 to 84 (omitting sums of measure of capacity).

**SCIENCE—**

Paul Bert, Animals (Urdu) ... .. Pages 1 to 38.

**VERNACULAR—****HINDI—**

*Text Book*—Third Reader ... .. The whole.

*Grammar*—Hindi Vyakaransar ... .. Pages 1 to 9.

**URDU —**

*Text Book*—Third Reader ... .. Pages 1 to 98.

*Agriculture*—Kheti-ki-Dusri Kitab ... .. The whole.

**SEVENTH CLASS.****ENGLISH—**

*Text Book*—Orient. Reader, No. I ... .. Conversation.

Dictation and Conversation.

**GEOGRAPHY—**

*Geography*—Blochmann's ... .. Wall map of India.

**MATHEMATICS—**

*Arithmetic*—Barnard Smith's : pages 24 to 53 (omitting difficult problems).

**VERNACULAR—****HINDI—**

*Text Book*—Second Reader ... .. The whole.

*Agriculture*—Kheti-ki-Pahli Pustak ... .. The whole.

**URDU—**

*Text Book*—Second Reader ... .. The whole

*Agriculture*—Kheti-ki-Pahli Kitab ... .. The whole.

**EIGHTH CLASS****ENGLISH—**

*Text Book*—Orient. Primer.

Conversation.

Dictation.

**GEOGRAPHY—**

*Geography*—Countries, Mountains, Island and Rivers of Asia, Europe, Africa and America : (taught from the Map).

**MATHEMATICS—**

*Arithmetic*—Barnard Smith's : pages 1 to 17.

**SCIENCE—**

Simple Object Lessons.

**VERNACULAR—****HINDI—**

*Text Book*—Primer, First Reader ... .. The whole.

**URDU—**

*Text Book*—Qaida, First Reader. ... .. The whole.

*Class Time Table, January to April 1904.*

Entrance ..		10-11.	11-12.	12-1.	2-3.	3-4
Class I	...	English Text. Mr. Waddington.	English Grammar and Com- position. Mr. Sherring.	History and Geography. Mr. Portman.	Mathematics Mr. Paonsker.	Sanskrit—P. Sheo Narain.
" II	...	Persian—M. Gopi Nath. Sanskrit—P. Sheo Narain. Mathematics and Science.	English Grammar and Com position. Mr. Portman. English Reader.	Mathematics and Science. Mr. Paonsker. History and Geography	English Reader. Mr. Waddington.	Persian—M. Gopi Nath. History and Geography.
" III	...	Combined.	Mr. Waddington. Urdu—L. Bhawani Sahai. Hindi—Shastri Bulaki Ram	History and Geography Combined	Second Language. M. Gopi Nath. P. Sheo Narain.	Mr. Portman. English Grammar and Com- position.
" IV	...	Mr. Paonsker. English Reader.	History and Geography.	Mr. Tipping. English Grammar and Com- position.	English Reader. Mr. Sherring.	English Grammar and Com- position.
" V	...	Mr. Sherring. Urdu—L. Bhawani Sahai.	L. Sangam Lal. Mathematics.	English Grammar and Com- position. Mr. Gopi Nath.	Urdu—L. Bhawani Sahai	Combined Mr. Sherring.
" VI	...	Hindi—Shastri Bulaki Ram English.	M. Gopi Nath. Urdu—L. Har Bux.	English Reader. L. Sangam Lal	Hindi—Shastri Bulaki Ram. English Grammar and Com- position.	Mathematics and Science. Mr. Paonsker.
" VII	...	Mr. Tipping. Geography.	Urdu—L. Har Bux. Hindi—P. Sheo Narain. English.	Mathematics. L. Har Bux.	Mr. Portman. English Grammar and Com- position.	History and Geography. L. Har Bux.
" VIII	...	L. Har Bux. Spelling and Dictation.	Mr. Tipping. Hindi and Urdu	Urdu and Hindi. L. Bhawani Sahai	English Grammar and Com- position. L. Sangam Lal	History and Geography. L. Bhawani Sahai.
		L. Sangam Lal.	M. Rikhi Kesh.	Geography	Arithmetic.	Dictation and Spelling.
			P. Sheo Narain.	English.	L. Har Bux	L. Sangam Lal.
				Mr. Tipping.	English.	Arithmetic.
						M. Rikhi Kesh.

*The 14th January, 1904.*

**C. W. WADDINGTON,**  
*Principal, Mayo College.*

*General Time Table of Out-door Exercises, January to April 1901.*

	Morning			Evening			Masters in Charge.
	1st Division	2nd	3rd	1st Division	2nd	3rd	
Monday	Cricket	Riding	Gymnastics	Football	Tennis	Cricket, or Rounders, or Hockey	Mr. Tipping. Mr. Ponnasker and L. Sangam Lal. M. Gopi Nath.
Tuesday	Gymnastics	Cricket	Riding	Tennis	Football	"	Mr. Portman. Blauwar Madho Singh. Thakur Lachman Singh.
Wednesday	Riding	Gymnastics	Cricket	Cricket	"	"	Mr. Sherring. Mr. Ponnasker and L. Sangam Lal. Pt. Narain Pershad & M. Gopi Nath.
Thursday	Cricket	Riding	Gymnastics	Football	Tennis	Cricket or Rounders, or Hockey	Mr. Tipping. Mr. Ponnasker and L. Sangam Lal. M. Gopi Nath.
Friday	Gymnastics	Cricket	Riding	Tennis	Football	"	Mr. Portman. B. Madho Singh. Jodhi Zorawar Singh.
Saturday	Riding	Gymnastics	Cricket	Cricket	"	"	Mr. Sherring. Mr. Ponnasker and L. Sangam Lal. Pt. Narain Pershad & M. Gopi Nath.
Sunday	Three Rules—Cross Country, Riding Gymnastics for non Riders.			Target Practice and Voluntary Games.			Thakur Lachman Singh Pandit Narain Pershad.

*The 19th January, 1901.*

C. W. WADDINGTON,

*Principal, Mayo College.*



## APPENDIX II.

## A.—VIEWS OF HIS HIGHNESS THE MAHARAJA OF GWALIOR.

Referring to the letter No. 4814, dated Simla, the 23rd October 1902, from the Deputy Secretary to Government of India, about the Conference of officers and persons interested in the question of Chiefs' Colleges in India, my opinion is as follows :—

1. About Sub-head (2) under point 1 in para. 4 of the letter referred to above, I am of opinion that every endeavour should be made to train the young Chiefs, &c., in such a manner as to combine in them a really good knowledge of their mother tongue with a sound education in English.
2. Sub head (8) under the same point 1.

*Common Messing.*—I agree with Colonel Robertson's opinion in this matter. Common Messing should not be made compulsory. Gradually it may come of itself.

3. Sub-head (19) of the same point 1.

Provision of special training towards the close of the ordinary school career :—

After completion of the ordinary school education, the boy should be given practical training in the business line. He should be taught law, should learn how to try and decide judicial cases, should receive training in survey and settlement work and should be conversant with the method of carrying on inspections of offices. In fact all the practical training that was given me by those persons, who were interested in my welfare, should be given to the boys when they finish their school education.

4. About the arrangements for independent inspection and examination touched in para. 8 of the Deputy Secretary's letter referred to above, I am of opinion that the six monthly inspection should be taken by a combined committee consisting of one Native Chief and one selected British Officer.
5. Regarding the points touched in the part II of same para. my opinion is as follows :—

(i). Boarding Houses should be in charge of resident European masters, who should exercise supervision over the boys in point of morality.

(ii). The Motamid should be a relative of the young Chief so far as that is possible. If the Motamid selected is an educated young man aged about 25 or 30, thoroughly trustworthy and of good manners, he will better serve the purpose. But in cases where this is not practicable, an old and experienced relative of the boy should be selected as Motamid, and in case he be an uneducated man, his age should be above 40 years.

The Motamid should exercise supervision so far as the observance of customs, performance of religious duties, &c., are concerned. The Principal of the College should try his utmost in removing the causes of friction that may arise between the resident European master and the Motamid selected, and should lend his support to the relative of the boy whenever he has been elected as Motamid.

One servant for cooking food. One servant for serving it. One Kamathi for doing other work. One Bhoi for giving water, &c. Two servants for keeping clothing, for arranging Pooja, &c.	}	(iii). The number of servants accompanying a boy should be six, as noted in the margin, exclusive of sycos.
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Servants should not be under 40 years in age. They should be selected by responsible family members of the boy. If they are subsequently found to be men of bad character, they should be sent back with the remark that they are unfit for service. The responsibility of selecting good servants lies on the head of the family of the boy.

(iv). If the boy possesses sufficient means and requires a private tutor to coach him in his studies, this work may be entrusted to one of the teachers of the College to whom special salary may be given.

(v). Provision of religious instruction :--

In my opinion a Committee of 4 Mahamahopadhyays be appointed by the Government for the preparation of a common Hindu religious text book. This Committee should select moral precepts, rules for the guidance of the boys, their duties to their elders, devotion to God, &c., and should embody them in a text book, which, when completed, should be introduced in the College for the use of Hindu boys. Boys should be asked to observe the principal fasts enjoined on them by their particular sect. They should be made to worship their family idols. They should also be asked to perform their daily and periodical rituals. The European master should keep supervision as to whether the Motamid is seeing that the boy attends to all these religious duties.

The religious text book should be prepared in Marathi and Hindi, and a Shastri should be attached to the College to teach and explain the text book to the boys.

On principal fast days students should be asked to go to the temples to worship the idols there. They should also be asked to perform "Shradhs" in memory of their parents in case they are dead.

In the case of Mohamedan boys selections from the Kuran should be collected and embodied in a general text book.

The Mohamedan boys should be asked to observe their religious duties. They should visit Masjids and for their benefit a Maulvi should be attached to the College.

6. About Riding :—Riding should be taught on principle on which it is taught in Regimental schools, and not in the way in which instruction about it is given in the Daly College. Boys should also be taught riding on the old ways, that is, according to the methods prevailing in the State to which they belong. By giving instruction in those methods the old national ways will not become obsolete.

### Replies to Questions.

I. *Promotion of interest in the welfare of the College.*—(a) There ought to be a Committee which should consist of 4 members, i.e. two Chiefs, who should be selected by Chiefs themselves, one Principal of the College and one Political Officer. The Professor or Teacher next in seniority of Principal, should act as the Secretary and on occasions of meetings record minutes of the proceedings.

(b) Meetings of the Committee should be held every 3 months, notice of motions and business being served by the Secretary at least a fortnight before the date of the meeting. In case of there not being any measure to be placed before the Committee, the Secretary will notify the fact, and no meeting will be held.

(c) (1) The retention or removal of Motamids should rest with the Committee.

(2) The Committee shall regulate the daily pursuits of the students.

(3) The Committee will deal with questions of unnecessary and objectionable expenses incurred by the Motamids, on the representation of the Principal.

(4) The Committee will have the right to define the powers of the Principal, with regard to dealing with all representations from parents of boys.

(5) The Principals of Colleges shall place before the Committee at their meetings, all orders &c. issued by them since the last meeting of the Committee affecting the discipline, sanitation and general management of the College as well as any directions given by them to the Motamids and the Committee shall have the power to make any alterations if found necessary.

II. *Terms on which new Members shall be admitted to the General Council of each College.*—The terms on which new members will be admitted to the General Council of each College, may be the same as apply to the members of the Mayo College Council. What the terms are should be ascertained.

III. *General system in regard to Religious Instruction.*—Religious instruction is absolutely necessary and to accomplish this, it is desirable that every student should be accompanied by a religious preceptor. If however several boys of the same religion are in school at the same time, each one need not have a preceptor, but this should be left to the discretion of Committee.

IV. *Curriculum.*—Under the heading Vernacular, should be added teaching of the mother tongue of the students.

V. *Fees.*—The Committee of each College shall fix the scale of fees as the Government of India also consider that local circumstances must determine the scale.

VI. *Age for Admission and Withdrawal.*—Boys of between ten and fifteen years of age should be admitted, and they should be withdrawn when they are 18 years of age.

VII. *Common Messing.*—Common messing should not be made compulsory.

VIII. *Accommodation in Boarding Houses.*—I beg to reserve my opinion for the present, till this question is discussed in the Conference.

IX. *Selection and duties of Motamids.*—Answer to this question is covered by my answer to question No. 1 Sub-head (c), as far as retention or removal of Motamids is concerned. As regards their selection, I have dealt with the point in my note referring to the letter No. 4814, dated Simla, the 23rd October 1902, in para. 5 and sub-para. (2).

X. *Number and description of Servants.*—The maximum number of servants attached to each boy should be six.

### B.—VIEWS OF HIS HIGHNESS THE MAHARAJA OF JAIPUR.

I. *Promotion of interest in the welfare of the College.*—The proposed arrangement to give Chiefs a more direct voice in the administration of the College will, no doubt, go a long way to induce them to take an increased interest in the welfare of these institutions, and to ensure their confidence in them. There should be one Board of Management, and on it should be a number of those Chiefs, who, having received the benefits of Western Education, still conform to the manners and customs of their own country. For one who has left off what is good in his own national life and has adopted customs that are alien to him, cannot command much influence with his own countrymen.

II. Besides the Board of Management there should be an Executive Committee, consisting of the Principal, the Professors of the College and at least one native gentleman generally residing at the station, who can conveniently meet the College authorities at all times, to take part in all meetings of the Committee and suggest measures which he thinks would be more useful to the pupils.

III. *General system in regard to Religious Instruction.*—The proposal to make provision for religious instruction is indeed a very happy one. Nothing is more helpful to the formation of a youth's character than a sound moral and religious training; and to turn out a really successful leader of Society, faith in the great underlying principles of his religion is as much essential as the picking up of the numerous benefits of modern education and the skill of a good sportsman. This important object, in the case of Hindu boys, can best be achieved by including the study of Sanskrit as well as the boy's Vernacular in the Curriculum of the Colleges, and by attaching to the Staff of each College a competent Hindu Pandit, well versed in their religion and rules of Society. The duties of the Pandit shall be (1) to educate the pupils in the general principles of truth, charity, their duty towards their fellow-men and dependants, etc.; (2) to exercise a general supervision over the moral conduct of the young men out of school hours, when at leisure from the restraints of school discipline, and (3) to hold an assembly of all the boys under his care twice a week, to entertain them with lucid lectures on some moral or religious tenet, illustrating his lectures by extracts from the sacred writings of Hindu sages. The object of laying stress on this subject is not to give any sectarian training to the boys, but to picture before the young lads the principles of truth, justice, charity, etc., so that the potent examples of moral precept, instituted into the young minds from the illustrious lives of their forefathers, may always keep them on the right path.

IV. *Curriculum.*—The Curriculum of the Colleges should include study of Physical Science, Jurisprudence, Agriculture and other cognate subjects of practical

utility. It should also be such as would lead to qualifications for further study at an University, or for joining the Cadet Corps if preferred. Play and games should not be given a more important place than useful study and moral training. This is one of the causes for which people are not disposed to send their boys to the Chiefs' Colleges.

- It would be better if general instruction in different subjects is imparted in *Hindi* language, and *English* is taught as the boys' 2nd language, with a view to acquire a facility in the art and practice of writing and conversing in English. It would be most beneficial if a taste for learning could be engendered in the youthful minds, so that they might make some improvements after they had left their Colleges. The best medium to effect this end would be the boys' Vernacular; for it is much easier and takes comparatively less time to learn a thing in one's mother tongue than in a foreign language. If the pupil has not already acquired a taste for knowledge while at College, it is not likely that he will have much to do with study after he enters the world. In the case of an Indian youth, therefore, more play and games and less study is not at all profitable. It is, however, just the contrary with English boys, who acquire simply the groundwork of education at Colleges—to be profited thereafter by a life-long devotion to study.

V. *Fees*.—The proposal to exempt the boys of those States which have contributed to the Endowment Fund of the Mayo College is no doubt a just and laudable one. But in the case of fees to be levied on students coming from other localities, it should be borne in mind that the rate should not be so high as to cause a deterrent effect on the boys' parents and guardians to send their boys to the Colleges. For, besides fees, the expenditure to be incurred by each student in these Colleges is already such a heavy one, that even at present it is thought unbearable by some. There can be no objection, however, to fixing moderate fees.

VI. *Age for Admission and Withdrawal*.—The age for admission into the Chiefs' Colleges may vary from 10 to 12 years. Boys less than 10 years of age should not be admitted into the Colleges. All students completing the age of 18 should, if desired by guardians be permitted to leave the College, as by this time the Curriculum would also be finished.

VII. *Common Messing*.—Free intercourse among the Collegians is always desirable for the development of school qualities as well as a wholesome competition for the prizes, whether in learning or in play. But the introduction of common messing is not practicable as Society is at present constituted. For there is so many caste rules of a diverse nature ingrained deeply in the minds of the different sections of the Hindu community that any breach of them might lead to the unpopularity of the institution; then again, most of these caste rules are connected with the partaking of food. Common messing may, therefore, be practicable, with limitations, only among small groups.

Apart from the barrier of caste rules there is another of class distinction, which is certainly not of less importance, and which must be considered while discussing this subject. "This class distinction was," as His Excellency the Viceroy once observed, "founded upon sentiments inherent in human nature, was congenial to the East, and was compatible with the finest fruits of enlightenment and civilization." It would be very undesirable that the sons of the Chief and Nobles should be put on the same level in every respect with those classes who are much beneath their rank.

VIII. *Accommodation in Boarding Houses*.—Two boys may be accommodated in one room should they be brothers or closely related to each other.

IX. *Selection and Duties of Motamids*.—The type of Motamids should no doubt be improved. Motamids should be educated and respectable people, who shall command regard and obedience of the boys under him. In that case he might be

able to help the boys in the preparation of their studies, to exercise a general control over their finances, and to keep a watch over their moral conduct at the Boarding House.

X. *Number and description of Servants.*—It is no doubt advisable to reduce the number of servants attendant on the boys. Instead of being a source of convenience and help to the students, a large number of servants, invariably prove an obstacle to their study. Besides reducing the number of servants, it is also desirable that those attending on the Students should be of unimpeachable good moral character. The number of servants may be kept down by not permitting the boys to retain the services of anyone but those attendants who are, according to the rank of the respective boys, indispensably necessary to look after their comforts. In determining the number of attendants each boy should have, the question of rank should never be lost sight of. A general rule should not, therefore, be laid down for all concerned, as a ruling Chief or the son of a ruling Chief cannot possibly maintain his position with the same number of attendants as that allowed to the son of a Sardar.

A statement showing the number of attendants that were allowed in the past to be retained by the sons of ruling Chiefs as well as of Sardars, while at College, should be laid before the Conference, to enable that body to consider how far a curtailment in the number of servants could be effected.

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#### C.—VIEWS OF HIS HIGHNESS THE MAHARAJA OF BIKANER.

##### I. *Promotion of interest in the welfare of the Colleges.*

II. *Terms on which new members shall be admitted to the General Council of each College.*—To promote interest in the welfare of the Colleges it is, I think, absolutely essential to give Chiefs and parents of boys a more direct voice in the administration of the Colleges.

I am of opinion that the present Mayo College Council should be kept on, and any other Chiefs from Central India and Dholpur should be allowed to join it on their paying a subscription to the College Fund, on the same lines as did the Chiefs of Rajputana who have been put on the Council.

The Agent to the Governor-General, Rajputana, to be still Vice-President and the Viceroy President, but I think the *majority* of members on the Council should certainly be Chiefs, as is the case at Rajkot. The proportion of Chiefs may be two-thirds of the number.

This Council should meet every five or three years. If meetings are held oftener it would undoubtedly be better, but difficulty may be experienced by the Chiefs to attend so frequently.

Representatives of Chiefs should be allowed to attend Council Meetings, should the Chiefs be unable to come, if desired, as is the case at present.

Individual Chiefs who are Members of Council should have the right to come and inspect or look into matters in connection with the College when they visit Ajmer.

*Working College Committee.*—The College Council should delegate some of its powers to the College Working Committee. These to be discussed and settled at the Conference.

I consider it very necessary that certain powers should certainly be given to this Committee. These would be subject to the general control of the Government of

India, and I think there would be no difficulty in working the system on these lines, as the same, I believe, is the case at Rajkot, where it is reported to work satisfactorily.

This Committee should consist of 5 or 7 members, including the Principal, Mayo College, as *ex-officio* member. If necessary the Vice-Principal could be made Secretary of the Committee.

Of the Members the majority in the Committee, again, should be the Chiefs, and should, I think, consist of—

*If 5 Members.*  
3 Ruling Chiefs.  
1 Political Officer.  
1 Principal.  
Quorum—3 votes.

*If 7 Members.*  
4 Chiefs.  
2 Political Officers.  
1 Principal.  
Quorum—5 votes.

In this *working* Committee the Chiefs should be elected by the Chiefs on the Council from the Council and Political Officers by Government.

Chiefs should not be allowed to send representatives to the Working Committee Meeting, and the Chiefs on the Committee should be those who not only take an active interest in the matter but who could also attend the regular meetings.

Committee to meet certainly once a year, end of February or early in March for preference, and if necessary special extra meetings to be convened by the Agent Governor-General or at the request of more than half the members of the Committee. Meetings held more frequently would not be desirable, as Chiefs have a great deal of work at their own homes; and I think one really useful meeting once a year in ordinary cases would suffice.

If matters are not of such importance as to convene an extra meeting, but should there be some urgent matter which could not be left over till the regular annual meeting, the individual members of the Committee should be consulted at their homes and their written opinions obtained.

Individual Chief Members to have right of inspection, as proposed, for the College Council.

III. *General system in regard to Religious Instruction.*—Religious instruction is, I consider, very essential for a boy, in the interests of his future welfare and morality. It should be of an elementary and general character, suitable likewise for Shaivs and Bishnavs. Daily Sandhya and Puja should be encouraged.

Religious instruction would also be useful. '*Niti*' may be taught among other things.

The great difficulty is to find a suitable Text Book, and for this a Committee of experts, say 4 or 5 Pandits or Mahamahopadhyas, should be formed to make useful selections from the various religious books.

Religious instruction should, of course, be suitable for school life and not of too orthodox a nature.

The Nagri Pracharni Sabha at Benares and such societies may also be useful in suggesting suitable books.

Boys should be made to observe the *Shradhs* of their immediate deceased parents (father and mother,) and also to observe about four fasts a year, *Shaiv* or *Baishnav* as the case may be.

I can only speak with reference to Hindus.

IV. *Curriculum.*—I am strongly in favour of a special course, but if such a course cannot be fixed then the only alternative is the Entrance Course. One cannot, however, help noticing that while in the Entrance some subjects are taught in Chiefs'

Colleges more than would be necessary for the boys in their after-life, there are some subjects such as English which might with advantage be taught to a higher standard than in the Entrance. Education is very necessary also.

For this special course Government should give a special diploma.

A certain number of parents are so desirous that Sanskrit should be taught that an elementary knowledge may be given.

Urdu as the Government Court language is also essential, but Persian would not be necessary unless parents specially wish it.

After the special course an extra course of two years may, with advantage, be followed, when the boys would learn Revenue, Survey and Settlement work, Law and Judicial business, &c. For this another Diploma may be given.

In my opinion this would not only be useful for Chiefs, who could in any case afford to learn this work in their States should they be well administered, but this will be most advantageous to Thakurs and other Sardars, who could then get employment in the Administrative Department and gradually rise to be Heads of Departments and then Secretaries and Ministers in their States. These boys have no special opportunities of learning such work efficiently at their homes.

Agriculture would in the case of land-owners and zamindars be also useful.

After special Diploma if a boy likes to go elsewhere for F.A., B.A., &c., he should be allowed to do so.

V *Fees*.—I am opposed to Fees in the case of Rajputana, as our Chiefs have already contributed so handsomely to the Mayo College Fund.

For outside Chiefs who do not contribute likewise to the College Fund, Fees may be charged, but they should be on a sliding scale.

VI. *Age for Admission and Withdrawal*—It is difficult to fix an age for withdrawal, but for admission it may, except in special cases, be fixed at between 9 and 15 years. The latter is necessary in the case of boys coming here from nobles' or other schools. The maximum age may be fixed at 20 for withdrawal.

VII. *Common Messing* is very desirable among boys of the same caste but should not be made compulsory. It should, however, be encouraged.

VIII. *Accommodation in Boarding Houses*.—It is admittedly an excellent thing to have English Masters living in Boarding Houses. As, however, their numbers unfortunately are not sufficient to provide for one in each house, Mr. Waddington's suggestion of building separate houses for the two English Masters who will have charge of certain number of Boarding Houses, each appears very suitable.

In this connection I have a suggestion to make. It may appear a bold one, but I think it is a workable one, and from which I think good will result.

I would propose a special Boarding House for big boys after a certain age: this to be in the College compound. It will, perhaps, also, minimise serious misbehaviour among boys.

The boys living in it to be supervised and made to do everything the same as the other boys by College authorities.

Some of the bigger boys would be married, and perhaps at some future day it may be found practicable to allow their wives to live in this Boarding House, which should be so designed as to allow for additions for this purpose, having due regard to Purdah system.



The advisability of allowing this may be considered carefully, but I feel sure it will help considerably to keep boys steady, and will be in the interest of their future health and happiness.

In any case, I believe a long time must elapse before the boys could, without local opposition, on the grounds of etiquette and custom, get their wives to come and live here.

In short, the bigger boys might be treated somewhat on the same lines as University candidates are in England. This would be all the more necessary if boys up to say 20 years are to live in the College.

The other points in connection with this scheme may be discussed and settled at the Conference should this suggestion be worth considering.

*IX. Selection and Duties of Motamids.*—It is very urgently required that there should be a better class of Motamids or House-Masters, both in respect to status and education.

They should generally supervise all the boys in their homes, and see to their observing the religious rites, &c., as desired by the parents.

*X. Number and description of Servants to be attached to Boys.*—Private tutors and guardians should, in my opinion, be allowed in the case of boys who can afford it. They can devote their attention to the welfare of their charge, which a Motamid cannot do having charge of a large number of boys.

It also inspires the parents with confidence and minimises their anxiety as to the training and welfare of their children.

Except in special cases the maximum number allowed may be fixed at 5 or 6, though many will not require such a number, and every effort should be made to keep numbers down, on the grounds of expense. It goes without saying that they should be of excellent character.

I do not think the time has yet come for a College Staff of servants, which would certainly be an improvement on the whole.

#### D—VIEWS OF HIS HIGHNESS THE MAHARAO OF KUTCH.

*I. Promotion of interest in the welfare of the Colleges.*—The suggestion of instituting a Committee of Management for each College appears to be a very good one, but not being in possession of sufficient information on the subject, I am unable just now to enter into details.

*II. Terms on which new members shall be admitted to the General Council of each College.*—I do not quite know what difference is intended between a Committee of Management for each College and the General Council of each College, and am not yet in a position to express an opinion on this point.

*III. General system in regard to Religious Instruction.*—In reference to the remark as to the avoidance of any responsibility on the part of Government in this matter, I presume that this suggestion is made consistently with the well-known general policy of the British Government in India of religious toleration, and as non-interference with the different castes and creeds in regard to their religion. I would, however, urge that in the case of the Chief Colleges, it is absolutely necessary to make due provision for religious instruction. The pupils would join College at an early age, when they could hardly be expected to be capable of properly understanding the subject, and if religious instruction was not imparted during their term at the College, there would probably, in many cases, never occur an opportunity of giving them this necessary education. If suitable provision existed in this respect it might act as an

inducement to the parents to send their sons to the Colleges, whereas if it did not exist it might be one of the deterring causes. I would recommend that for giving religious instruction a man having a sound knowledge of both English and Sanskrit should be employed at each College as one of the Native teachers. An instructor like this would, I think, prove far more efficient and better able to make an impression upon the minds of youths who have acquired an English education and have modern enlightened ideas than a Shastri who would necessarily have orthodox views, although he might be a Sanskrit scholar.

IV. *Curriculum*.—As to Curriculum, it is desirable to aim at a high standard of education. The proposal to institute an examination is worthy of adoption.

V. *Fees*.—The proposed scale of fees varying from Rs. 25 to Rs. 100 a month seems to me to be moderate. But it does not appear desirable to exempt one set of lads from payment of fees and to charge others with the same. If fees are levied at a College, they should be recovered from all the pupils, or they should not be recovered at all. The rate of fees fixed for one College need not necessarily be the same at the other two Colleges. Each College can settle its own scale of fees according to its requirements.

VI. *Age for Admission and Withdrawal*.—The age for admission might be fixed at 10 years and for withdrawal 18. This should only be the standard for general guidance, but where necessary exceptions should be made both ways. I understand that boys when they join the Colleges are in many cases very backward in their elementary education, and that therefore the College authorities do not get enough time to show very satisfactory results. To remove this disadvantage as much as practicable, parents of likely recruits should be advised to pay greater attention to their primary education. Or, if possible, boys should be sent to the Colleges at an earlier age than 10, or to preparatory schools should such institutions be established.

VII. *Common Messing*.—I might repeat what I have said on a previous occasion on this point. The introduction as far as practicable of common messing would be a desirable step to take, and there ought to be no serious difficulty in managing this, in the case of boys belonging to the same caste. If objection is taken to young Chiefs dining with boys who are not Chiefs or their near relatives, the difficulty might be obviated by providing small separate tables for Chiefs and Sardars and their dining together in a common mess room.

VIII. *Accommodation in Boarding Houses*.—As to this point, I am not sufficiently well informed to be able to say much, but I think the European Masters should only exercise general supervision over the boys' cooking and feeding arrangements, and their control in this respect should not be such as to be contrary to the customs and caste observances of the students.

IX. *Selection and Duties of Motamids*.—My impression is that these Motamids are sent by the boys' parents or guardians, and I would suggest that they should be advised to exercise great care and discretion in the selection of Motamids, and that the Principal of the College should have power to remove a Motamid from the College should he consider it necessary. I should think the Motamids or Musahibs are necessary to look after the bodily wants of the boys, but it might be found possible to arrange in some cases that one Motamid would serve for more than one boy. I think that private tutors should not be entirely done away with, and the matter should be left to the choice of parents. The advantage of keeping them is that they would assist the teachers of the Colleges in pushing forward the boys in their lessons, and thus supplement to some extent the efforts of the College Staff. Where practicable and advisable the private tutor could perform the duties of a Motamid, and in such cases no separate Motamid need be entertained.

X. *Number and Description of Servants*.—With a view to discourage an unnecessary number of servants being brought, it would be advisable to fix a maximum of 4 servants, or if possible 3 would be still better. The Principal of the College should

have power to relax this rule in rare and exceptional cases, but the rule should be adhered to as much as possible. The entire substitution of a College Staff of servants for private servants is, in my opinion, not desirable. Even when a staff of College servants is entertained and available, the boys should be allowed to have one or two private servants in whom the parents could have confidence.

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### **E.—VIEWS OF HIS HIGHNESS THE MAHARAO OF KOTAH.**

**I. Promotion of interest in the welfare of the College.**—In the absence of information to show what examination has already been given to the matter, I am strongly in favour of the institution of a Committee of Management for the Mayo College, and would suggest that at any rate at first the Committee should consist of the Principal and one other member of the College Staff, and a representative of each State which has endowed the College.

**II. Terms on which new Members shall be admitted to the General Council of each College**—I have not received as yet any information regarding the proposed General Council, and am not therefore at present in a position to express an opinion thereon.

**III. General system in regard to Religious Instruction.**—I am in favour of religious instruction of a general nature being imparted to the students; the religious principles and rules for observance to be taught should be those which are acknowledged by all Hindus, and not those of any special sectarian character.

**IV. Curriculum.**—I will be able to express an opinion after I have learnt results of the discussion that have already been held. At present I am in favour of the students being educated up to a standard more or less equivalent to the University F. A. Examination.

**V. Fees.**—I agree with Mr. Waddington in the view that the question of fees should not be raised with regard to boys from the Rajputana States which have for the most part contributed to the Endowment Fund of the Mayo College. With respect to boys who will come from localities outside Rajputana, a scale of fees varying according to rank and means from Rs. 25 to Rs. 100 should be fixed.

**VI. Age for Admission and Withdrawal.**—I would fix the minimum age of admission to be not below 11 years, and would recommend that nobody should be allowed to remain after he has attained the age of 19 years.

**VII. Common Messing.**—There should be no objection to the common messing so long as it is confined to Rajputs and others who by the recognised usage of the country can eat together. No violation, however, of caste and social prejudices should be encouraged, still less enforced.

**VIII. Accommodation in Boarding Houses.**—I have at present no information regarding the questions which have been raised on the subject of the Boarding House.

**IX. Selection and Duties of Motamids.**—The selection and duties of Motamids is a question to be debated. At present I consider that it is advisable that a Motamid should be appointed by each Durbar that possesses a Boarding House.

**X. Number and Description of Servants.**—I would recommend that the general staff of servants attached to each Boarding House should be College servants, but as parents and guardians will naturally wish to send a confidential and reliable servant to keep an eye on their boys, for each boy sent to the College at least one private servant should be allowed.

## F.—VIEWS OF HIS HIGHNESS THE MAHARAJA OF REWARI.

I. *Promotion of interest in the welfare of Colleges.*—This could best be secured by instituting a Committee of Management of workable size. But it does not require that the Sardars as well be joined in the Committee. It is sufficient that the Durbar whose Sardar's sons receive education in the College is a member of the Committee. The Durbar will not only look after the requirements of his own son, but also those of his Sardars, and will in a way bear the whole responsibility for the betterment of the students from his State. If the Sardars, *i.e.*, the parents of the boys, have to say anything in respect to their sons reading in the College, they may bring it to the notice of their Durbar, who will, if the parents' complaint is reasonable, at once set to redress it by taking such steps as are deemed necessary. In the case of a boy reading in the College, and who has lost his father in the age of his minority, the parents' responsibility will fall on the head of the Thakur closely related to him. And in the case of a ward, the officer in charge of the ward will play the rôle of parent, and, when need be, make report to the Durbar he belongs to about the ward. To sum up, only the different Chiefs and not their Sardars be asked to sit upon the deliberations of the Committee, which means, that the Sardars can only have an indirect voice, *i.e.*, through their Durbar in the administration of the Colleges, only the Durbars having direct voice.

II. *Terms on which new Members shall be admitted to the General Council of each College.*—All those Chiefs be appointed members of the Committee whose sons or the sons of whose Sardars may, in all probability, come to join the College. If, however, this be not considered feasible, at least those Chiefs should necessarily be asked to accept the membership for the time their or their Sardars' sons are reading in the College, that they may have opportunity to speak in the interests of their boys. It is all the more necessary that it should be so, for, as I have pointed out in my answer to the first question, the Chiefs shall have to hold themselves responsible for their and their Sardars' sons so long as they are in Colleges.

But while thinking of memberships, I am of the opinion that only those Chiefs be made members who have the privilege of being designated "Durbar" by the Government of India and among themselves. This view of the matter then precludes those Thakurs from being members of the Committee who have somehow or other separated themselves from the State they once belonged to, and now call themselves Durbar.

As I have said above, all the Chiefs should be made members at least for the period during which their or their Sardars' sons do read in the College. A quorum of eight, however, of such Chiefs be made for a certain period, say three or four years, to meet at a certain fixed period, say every three or six months, to discuss the matters requiring settlement, but when a question of great importance arises it would be well to consult all the members of the General Committee either by communicating with one another or by arranging a meeting of the General Committee.

III. *General system in regard to Religious Instruction.*—Books pertaining to religious and moral instruction ought to be taught to the boys, and the Committee should always take special interest in this and not let it slide in the background. It should be one of the main duties of the Motamid to see that the boys punctually do what religion requires them to do. As for instance the Musalman boys should at least once in the 24 hours read Namaz, and Rajput boys should at least once a day bathe and perform their Sandhyas. All this will go to help the boys to stick to their religion and not to renounce their Sanatan Dharma. If any boy be found careless on this score the Motamid should exert his utmost to create taste for it in the boy, and if necessary, may bring some pressure to bear upon him to that end. If a boy has already quitted his religion but has not gone to that extreme at which it is utterly impossible to reclaim him to his old religion, attempts should be made by the Masters

to slowly bring him back to his sense of his old religion by repeatedly instructing and reprimanding the boy. It would not be out of place if an European officer be appointed to carefully look to the fact that the several Motamids take proper care of their respective charge in this respect.

IV. *Curriculum*.—I have nothing to say in particular on the selection of books. Any book or books that are worth teaching and are considered useful in some way or other may be selected for the boys. Attention should, however, be given to the fact that when the student has begun to reach the age of majority and is on the fair way of completing his studies, he should carefully be brought some books that may give him useful assistance in the successful administration of his State or Ilaka.

V. *Fees*.—Only Rs. 100 be taken from each boy per annum for books and sports, etc. As to monthly tuition fee undue preference need not be given to Rajputana. In my opinion it would be well to treat Rajputana and Central India boys on equal footing.

VI. *Age for Admission and Withdrawal*.—The age for admission can be fixed at from 12 to 15 years and withdrawal from 18 to 21. The boy may be allowed to withdraw from the College when he is considered sufficiently fit to manage his home affairs. The boys below the age of 12 may also be admitted if the parents are willing to send them in special circumstances, and if the Principal considers them clever and sharp enough and approves of their admission.

VII. *Common Messing*.—The boys who live outside Boarding Houses and have their own houses and belong to this locality do not require a common messing. But those living in the Boarding Houses may require this, and separate arrangements be made for the boys of Rajput and Mohamedans, etc. Among Rajput boys again, distinction should be kept between those of legitimate and illegitimate descent. The latter cannot eat with the former side by side. There is no harm in having a common mess for these two classes of Rajput boys. What is to be observed is that the boys of one class, *i.e.*, legitimate descent, should not be asked to eat with those of other class, *i.e.*, illegitimate descent.

The cook for Rajput boys be selected from among Brahmans and Nazuries. In other words the cook should not be of a very low descent.

VIII. *Accommodation in Boarding Houses*.—The boys who belong to this locality and live some way off the College may engage a native tutor with the approval of the Principal, if they can afford to pay for such a tutor. But for the boys who live in the Boarding Houses common tutors, 2 or 3 in number, as the number of boys require, may be employed who should teach the boys for a fixed time besides the College hours.

IX. *Selections and duties of Motamids*.—Motamid should be a respectable man of the State, and should be selected by the Durbar. It is essential that he is of a little advanced age, and keeps a good character, and is well acquainted with the State customs and manners, rules and regulations, and has influence over the boys, and is held in respect by them, and is a follower of his religion. He should be authorised to check the boys from doing anything against the rules and wishes of the Principal, and in the event of disobedience he should make a report to the Principal. If a well-read Motamid of the above qualifications be procured, so much the better, for, in that case he can serve the purpose of a tutor as well. He should be empowered to propose to the Principal any amendment in any rules which bind the boys in their career of the Boarding Houses, in respect to a certain boy according to the State customs or for some other reason. And in the case of extreme urgency he should also be empowered to allow boys to go home for a short period without referring to the Principal. But this power he can exercise only when he thinks, and has reason to believe, that there is hardly time enough to first take the sanction of the Principal.

and then let the boy go. In any case the Motamid shall have to report to the Principal immediately afterwards of his giving such permission, with his reasons for so doing. It would be well to hold the several Motamids responsible for the good and bad of their charge.

X. *Number and Description of Servants.*—The number of servants to be attached to each boy can be fixed at from 3 to 30, according as the circumstances of the boy permit, and this could better be decided, in the first instance, by the Chief himself, and, in the second, by the Principal. If the parents of certain boys think this number insufficient they might be allowed to attach extra servants to their boys, but such extra servants should not stay in the Boarding Houses. After having served their turn they must go and put up somewhere outside the Boarding Houses.

#### G.—VIEWS OF HIS HIGHNESS THE MAHARAJA OF ORCHA.

I. *Promotion of interest in the welfare of the Colleges.*—It is proper that a Committee for the management of each College should be instituted. This Committee should be constituted of Chiefs; but if on account of the discharge of their duties they have no such leisure, they should be represented by their officials who have keen interest in the welfare of the College, and can make good suggestion as to the management of the College. The arrangement for their meetings and the degree of their authority and scope of their functions should be regulated as necessity may demand.

II. *Terms on which new Members shall be admitted to the General Council of each College.*—The undermentioned terms for the admission of new members in the General Council of the College seem proper:—

- (i) The Chief whose son may be a pupil in the College or (ii) whose territory supplies a good number of pupils, (iii) or who has contributed in the College Fund, (iv) or whom the members may select with regard to his educational qualification and talents and who may obtain majority of votes, if not already a member, can be admitted as such in the General Council of the College.

III. *General system in regard to Religious Instruction.*—Religious instruction should necessarily be given to the pupils, and for this sufficient number of Shastries be appointed in the College. The Shastries should be well versed in religious literature and be rigid and ardent followers of their religion.

IV. *Curriculum.*—Opinion on this subject can be given when what has already been discussed be made known.

V. *Fees.*—The scale of fees which has been proposed seems proper, but it is to be settled what should be the yearly income of Jagūdar, who, himself or his son, can be admitted in the College.

VI. *Age for Admission and Withdrawal.*—Boys should be admitted in the College after the age of twelve years, and be allowed to go back to their States or Jagirs after finishing their seventeenth year of age.

VII. *Common Messing.*—With due regard to religious rites and rules and proper observance of religious prejudices and past practices, the progress made in common messing will be welcome.

VIII. *Accommodation in Boarding Houses.*—The accommodation in the Boarding House should be such as the pupils and their companions may live and observe properly their religious rules and rites.

IX. *Selection and Duties of Motamids.*—The Motamids to accompany the boys should be selected by their elders and approved of by the Committee, who should see that the Motamids selected are of good moral character, able and well-wishers.

X. *Number and Description of Servants.*—When the number of servants and attendants already suggested is made known, then some opinion can be given on the subject of the number and description of servants to be attached to boys.

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## H.—VIEWS OF HIS HIGHNESS THE NAWAB OF BHAHALPUR.

I. *Promotion of interest in the welfare of the Colleges.*—I agree with the idea that there ought to be a Managing Committee, which should meet to discuss the points of management periodically—say after every three months. This Committee should meet at the College on a date previously fixed for it. The members should consist of the following:—

- (a) Members of the College Staff selected by the General Council for the purpose.
- (b) Representatives of the Native States having educational connection with the College.
- (c) Provincial Officers who have a direct interest in the welfare of the College.

I cannot agree with the form of periodical representation, for that would produce laxity of interest. Moreover, I propose that each State should have a representative in the Managing Committee, but that the total number of members be allotted to the different branches of management, as by doing so they will gain particular knowledge of the matters to be dealt by them, and their decision will have the weight of responsibility.

The General Council would be a sure means of binding the interests of Chiefs and nobility to the College. The members of the General Council should meet on the occasion of the Founder's Day, and should decide questions requiring their deliberation, as well as to see with their own eyes the results of improvements made during the year. Chiefs and Nobles should contribute liberally towards the funds of the Colleges, as well as award a large number of Prizes and Medals for the encouragement of education. They should also advance the cause of education by sending their own sons and relatives to the Chiefs' Colleges.

The Annual Reports of the Colleges should be more widely circulated, so that those interested in them may constantly be in knowledge of what is going on in them.

The degree of the authority to be exercised by the Committee and the Council, as well as the scope of their functions, are matters on which collective opinion of the members is necessary.

Government should also provide chances of good service for such of the Chiefs' College students as are desirous of Government service and are qualified for it.

II. *Terms on which new Members shall be admitted to the General Council of each College.*—It is not easy to lay down any exact terms. Financial support and general interest in the Chiefs' education are the most apparent qualifications which a member should possess. The first selection of members should be made by the Government, and for the future re-election of one-half of the members should take place after every three years. The existing members of the General Council should have power to nominate a new member, the qualifications of whom may be discussed in the Annual Meeting and proposals submitted to Government for approval.

III. *General system in regard to Religious Instruction.*—When previously asked for opinion on this point, I said that religious instruction is indispensable. I still adhere to the same view. I realise the delicacy of imparting religious education in an institution representing different nationalities, but the provision of it is specially necessary for the sons of Chiefs and Noblemen, in whom character is of more worth than mere educational ability. Pondering over the whole question, I have been able to suggest the following general scheme of religious instruction. The age for admission, as suggested by me elsewhere, should be 10 years, so that before entering College each Mohamedan boy should finish the study of the Quran by rote. The College authorities should make this a condition of admission. For teaching in the College a special progressive course of religion be prepared, the contents of which should deal with the general principles of Islam and Islamic philosophy, avoiding carefully the problems over which diversity of opinion exists. For the teaching of this course, time should be provided in the Curriculum, as well as capable teachers be appointed.

The teachers should be men of sound learning, broad ideas and firm character. They should be able to teach by precept as well as by personal example. To secure such men needless economy should be disregarded.

The system suggested above would apply to Hindu boys as well, who should also go through the principal religious books before entering the College, and should afterwards learn the general principles of religion through a special course.

IV. *Curriculum.*—It is a matter to be chiefly noted by the educational authorities, but I would suggest most strongly that it should include such subjects of study as should contribute to soundness of education and firmness of character. History, Geography, and Political Economy I would recommend particularly. After a student has completed the College course, if he is a ruling Chief he should go back to his State and spend under special instruction in administrative work such period of time as remains to his being invested with powers, but if he is an ordinary nobleman's son he should go to his estate and try to learn the work of management or enter into Government Service. The study of the total course should be spread over 8 years, the subjects being properly arranged, quarterly and sixmonthly. House examinations of all classes should be conducted by Inspectors under instructions from the Director. The final examination of the College should be conducted by a Provincial Director of Public Instruction with the aid of a body of able examiners, who should set question papers. The candidates who pass this examination should receive certificates signed by the President of the General Council on the occasion of the Annual Meeting. The standard of the final examination should be higher than the present Entrance Examination of the Indian Universities.

V. *Fees.*—To facilitate the discussion of this point it is desirable to frame clear opinions regarding the status of the students to be admitted to the Chiefs' Colleges. In my opinion only such students should be admitted as may sufficiently provide for the necessary expenses of education and maintain the dignity of their position. To enforce this a definite limit will have to be fixed. In the Aitchison College, Lahore, the scale of monthly fees averages between Rs. 25 and Rs. 250.

The amount of Rs. 250 for a ruling Chief I regard as too high, and propose that it should be lowered to Rs. 200. For other boys a scale averaging between Rs. 25 and Rs. 100 would be suitable.

VI. *Age for Admission and Withdrawal.*—Though no fixed limit is necessary, yet I would suggest 10 to 18 years.

VII. *Common Messing.*—The system of common messing though advantageous in point of sociability and regularity of time, is prejudicial to good health, and difference of opinion regarding the nature of food available would be frequent. Mohamedan students may sometimes adopt this system, provided satisfactory arrangements are made, but in the case of Hindu students, who observe the customs and rights of their respective families it would be impracticable.



VIII *Accommodation in Boarding Houses.*—It depends upon the capacity of the Boarding Houses in each College. As a general rule each student should have at least one room with necessary accessories; a ruling Chief should have a complete set of rooms consisting of study, bed room, &c. If more room is available and any student desires to have it, his request should be given due consideration. The English House-Masters should be accommodated in the central room of each wing of the College, so that they may have a direct influence.

IX. *Selection and Duties of Motamids*—From my own experience I can say that if possible each student should be accompanied by a *Motamid*. This *Motamid* should be attached to the boy not at the time of his coming to the College, but long before, so that they may understand each other thoroughly. The *Motamid* should be able to give help in the studies of the student, as well as supervise expenses and keep control over the servants. He should generally be a person past the prime of life and an old and trusted servant of the State or of the gentleman who sends him. His appointment should rest with the parents, but his work may be subject to criticism by the Principal of the College. The *Motamid* should be a man of exemplary character, and he should serve as a guide to the boy in the performance of religious duties.

X. *Number and Description of Servants.*—The number of servants should certainly be decreased. But personal servants should not altogether be eliminated. Moreover there should be two classes of servants.

(a) Common Servants, like barber, washerman, sweeper, lampman, &c.

(b) Of Personal Servants for ruling Chiefs the number should be at least four, including the cook, but excluding the stableman. For other Students the number should be at least two.

## I.—VIEWS OF HIS HIGHNESS THE RAJA OF SAILANA.

I. *Promotion of interest in the welfare of the Colleges.*—The suggestion that a Committee of management for each College of workable sizes should be instituted, is a very good one. It will enable the Chiefs and parents of the boys to give a more direct voice in the administration, promotion of interest, and well-being of the Colleges.

II. *Terms on which new Members shall be admitted to the General Council of each College.*—(a) A new member should not be elected for less than 3 years and more than 5.

(b) The members should be from the Chiefs as well as from the aristocracy or 'Thakurs' class. A majority of these should necessarily be from the parents of the boys who are in the College, so that having direct interest in the College they will fulfil their duties satisfactorily. They should hold meetings annually at different Colleges and discuss the pending matters for the well-being of the Colleges.

III. *General system in regard to Religious Instruction.*—It was considered that the most desirable and important start towards reform was the appointment of Pandit Bulakiram to impart the religion and ethics of their ancestors, which will, no doubt, bear good fruit, and it has radically removed the complaint that the boys are reared up unreligious. Now it is a matter of regret that the Government wishes to avoid any responsibility, administrative or financial, on their part for religious instruction. In that case I submit for the consideration of the Conference that a fund should be raised to maintain a man who can give religious instruction, which is highly essential for the rising generation.

IV. *Curriculum.*—The apprehension felt so long that by the particular course of the College the boys would have been confined to it, and would not have been able to go for higher education if they wished to do so, but would have been debarred from obtaining higher education for their whole life, has already been removed by the

Entrance Class which has lately been opened and very rightly in the College. Therefore, in my humble opinion, no discussion of Curriculum is necessary. The only thing that can be desired is to adopt the whole course of studies, beginning from the Primer up to the Entrance Class, which is taught in the Government High Schools. This will enable the boys to pass the Matriculation after studying for 6 or 7 years. Any special Curriculum will simply lengthen the course of time, as at present.

As regards a second language it should be left entirely optional, and the boys should be allowed to take it according to their want and taste—e.g., Urdu is not wanted particularly in Malwa, where for many hundreds of miles Hindi is the only language of the people and the Court. In that case Urdu is as useless for us as Egyptian hieroglyphics to the world. Teaching of Hindi and Urdu both simultaneously, as compulsory, will in my humble opinion, make it most difficult for the boys to attain proficiency in either. They can hardly be expected to understand the literature of their country in both. No restriction should, therefore, be put on the boys who want to take Sanskrit, but it should, on the contrary, be encouraged, so that the boys may be able to understand the language of their faith and creed, in which a great want will be supplied. I know full well that the boys, as also their parents, are very anxious that they should have a knowledge of Sanskrit as which is, highly essential for their religions as Latin and Greek are for Europeans, though they may be considered as dead languages. Thus a Hindu boy may be allowed to take Hindi and Sanskrit and a Mohamedan Urdu and Persian.

What is wanted now is the opening of a College Class above the Entrance, with a course of two or three years, in which boys should enter after passing the Entrance Examination. Those who pass in this class should receive a College Diploma. The subject for this class may be chosen, such as Tupper's *Our Indian Protectorate*, Lee Warner's *Protected Princes of India*, Law Political Economy, portions of Tod's *Rajasthan*, which will give the knowledge of their position; and Philosophy is wanted to polish their minds. For this purpose Max Muller's *Six Systems of Indian Philosophy* will answer the purpose, it being our own, or any other subjects that may be appointed. Those boys who (if they do not want to enter this College Class) want to join some other College for higher education, may be allowed to do so. I hope the time has now come when many of them, particularly the nobility, will go for B.A. and M.A. Thus after 6 or 7 years a boy can pass the Entrance and remain for two or three years in the College Class. Altogether it will be a 9 or 10 years' course, and if a boy enters the College at 10 he would be able to pass the highest, I mean the College Class, at the age of 19 or 20 years, which, in my opinion, is the proper age that can be considered and fixed for the majority, instead of 18 as at present.

This sort of education, in my humble opinion, to the ruling Chiefs and aristocracy in India, will bring them in contact with the Western civilization, and will prepare them to meet the exigencies of the time, so that they may be able to maintain the tradition of their houses and rule their territories wisely, appreciating at the same time the paternal protection of the Sovereign under whom they have been placed by the mercy of God, will fulfil the wishes of the Founder of the College, Lord Mayo, and will repay the trouble of the noble Lord Curzon, who did so much to re-organize the Colleges simply for the paternal love and friendship which he showed to the Rajput nation, and whose name will always be remembered in India as the patron of the whole of India in general, and of the Chiefs in particular, who is actuated with the best of motives and noble intentions to make us administrators, statesmen and the like, instead of polo-players, cricketers, and appearing at the race course and at English Hotels under the mask of foreign dress but with perfectly empty minds.

V. *Fees*.—This question, as already stated requires no uniformity between all Colleges as essential. In my opinion the fees should vary from Rs. 5 to Rs. 100 per mensem, according to the rank and status of the boy. The lowest expenses of a boy, as stated in the College pamphlet, are fixed at Rs. 40 per mensem. In that case he will be

prevented from entering the College if he has to pay more than Rs. 5 per mensem; but, if a minimum of Rs. 5 be allowed, he can reap the advantage of education. This can be classified as below :—

For a ruling Chief, Rs. 100.

For the eldest son of a ruling Chief, Rs. 50.

For a second son of a ruling Chief and other Thakurs the fees may vary according to their means from Rs. 5 to Rs. 50.

As regards Mr. Waddington's proposal for charging fees from boys other than from Rajputana, I may observe that it will, to a great extent, simply prevent boys from reaping the advantage which has been so generously bestowed by His Excellency Lord Curzon's government, although the boys' States from outside Rajputana did not subscribe to the Mayo College Fund; but they did subscribe to the respective Colleges of their own, as did those of Rajputana to the Mayo College, the locality of the Mayo College being preferred for imparting better education. If the boys from other parts be shut out from reaping the advantage of education so generously given by the Government by charging fees, they will be put to great disadvantage by their remaining in their own Colleges. Had the choice of His Excellency the Viceroy fallen on any other College than the Mayo, I think the Rajputana States would have come forward with a similar desire of exemption.

According to the proposed arrangement of the Mayo College, then, a first-class boy from outside Rajputana shall have to spend monthly, while studying in the Mayo College, as follows :—

Personal expenses, Rs. 200 ; College fee, Rs. 100 ; Motamid's Pay, Rs. 100 ; Assistant Motamid's Pay about Rs. 25. Total Rs. 425, plus other charges.

These figures show that a boy will have to pay more to the College than to his own expenses of living. In my humble opinion, therefore, I may suggest that the four Colleges, including the Daly College, be reckoned as one unit, and no distinction be made in them of outside boys; but the boys coming from whatever place within these circles may be treated as of one Educational Institution. In this they will equally reap the advantage of education, already having themselves paid subscription and donation in their respective Colleges.

If, at the suggestion of Mr. Waddington, the boys from the States in Rajputana be exempted from fees, simply because they subscribed to the Mayo College Fund, it may be observed that in like manner other States have also subscribed to the Punjab, Rajkot and Daly Colleges; boys from those States should also be entitled to the exemption in their respective Colleges. Under these circumstances, I propose that the question of fees may altogether be dropped for any of the Colleges, excepting so far as students are concerned whose parents or guardians have contributed nothing for any of these four Colleges.

VI. *Age for Admission and Withdrawal.*—The age of admission can be fixed from 9 to 15 years and the withdrawal from 18 to 20, except in special cases.

VII. *Common Messing.*—The idea of common messing is a very good one. But it can only be brought into effect provided that a boy who violates the caste rules by eating with others, which is prohibited by caste custom, can be ejected from the messing. Unless this provision is strictly observed there would arise a great confusion, and no due respect can be maintained for caste prejudices. There are boys belonging to the same community who have adopted the freedom of dining with others indiscriminately; their messing with orthodox boys who want to maintain their own caste rules is strongly objectionable. Any slackness in enforcing this rule will create unpleasant consequences far and wide. If this be not agreed upon this question may be left out.

VIII. *Accommodation in Boarding Houses.*—Additional Boarding Houses should be built for the increased number of boys. Funds should be provided either by the College funds, or a subscription should be raised from different Chiefs who are to send boys to the College. As regards the quarters for the English House-Masters, they should be provided with separate houses like the Principal's and the Vice-Principal's. Their quarters, separate from the Boarding Houses, will remove the prevailing misconception of many, though groundless it may be, that their living in the same house affects the private life and mode of living of the boys and anglicizes them. In my opinion the College authorities should give no cause for such complaints.

IX. *Selection and Duties of Motamids.*—Motamids, well educated and of good conduct, should be selected. Their chief duties should be to look after the boys while they are in the Boarding Houses, and they should strictly execute the rules that may be framed for the treatment and guidance of the boys, such as keeping the houses in proper order, rousing the boys at a fixed time, sending them to school and for exercise in due time, seeing that they prepare their lessons, night watch, &c.

They should execute these orders through the Sardars who are appointed by the parents of the boys. The keeping of Sardars with the boys is highly essential. This is the only way that a proper check can be kept upon the private life of the boys and from going astray from the path which their parents wish the boys to follow for the formation of their future career, religious and social, and these Sardars will be the proper men who can understand these things in a becoming manner.

The pay of Motamids may vary from Rs. 100 to Rs. 200.

X. *Number and Description of Servants.*—The unnecessary number of servants should be reduced and only servants of good conduct retained. As for the ultimate possibility of substituting a College staff of servants for private servants, it seems to be undesirable. In my opinion parents will not like, for various reasons, to have other servants than their own, because it is not expected that in ordinary life, and particularly in time of sickness, common servants can take proper care of their charge and meet the habits and wants of boys of different localities. It will become a sort of living in a Hotel and will be very inconvenient, nor is it possible that a staff of trained servants is available in India as can be found in England.

## NOTES ON OTHER IMPORTANT POINTS.

### I. MUCH PLAY AND LESS TEACHING.

*No time for preparing Lessons.*—The chief complaint of the Chiefs' Colleges was "much play and less teaching." At present the best early hours of morning at the Mayo College are spent in play, and the exhausted boys are unable to prepare their lessons in the short time which they get after their play and before the time of their attendance at the College. Moreover, no provision of time is made for preparing their lessons in the College Pamphlet. Only one hour is kept for preparation, *viz.*, 6-30 to 7-30 P.M., but I hear that one hour is now allowed in the morning for the preparation of the lessons; even this time is apparently too short a time for the purpose of preparing various subjects; at least two and a half hours are essentially necessary in the morning and more than one hour in the evening. I myself was a student of the Daly College, and the Principal at that time was Mr. Aberigh Mackay (the famous Ali Baba) and the allotment of time was as follows:—

Rising from bed,	...	6 A.M.
Preparation of lessons,	...	6—8 A.M.
Gymnasium,	...	8—9 A.M.

If lessons were not prepared during the first two hours—

Preparation again or revision,	9—10 A.M.
Bathing, eating and dressing,	10—11 A.M.
College attendance, ...	11—4 P.M.
Games, ... ..	4-80—6 P.M.

Preparation of studies in the evening, one and a half hour.

Vacations one month in Summer and one month's holiday at Daseia. No regular half-holiday was given except on religious days. After his death alterations were made in the time-table, with the result already known.

## 2. VACATIONS.

At present besides the various religious holidays there are already too many in the College, and the two half-holidays in a week are quite unnecessary. These are spent particularly in playing under the hot midday sun. Instead of two, the one (that of Saturday) would be sufficient, on which weekly examination should be held, and after that lectures should regularly be given by the learned staff on various subjects, so that the boys may gain knowledge instead of mere play.

Vacations are also too long. Instead of three and a half months, two months may be sufficient, *viz.*, six weeks in Summer and two weeks at Daseia. According to the present arrangement the boys study for only five months in the year, the remaining time being spent in vacations, half-holidays, Sundays and religious days.

## 3. DANGEROUS GYMNASTICS.

Dangerous gymnastics should, in my humble opinion, be stopped, *e.g.*, Wooden Horse Jumping, Pole Jumping, Horizontal Bar, Bridge or Ladder, &c. Already the Dungarpore and the Bikaner boys have seriously injured their limbs. These games make others crippled for their whole life, and are certainly not necessary for Chiefs' sons. Of course, in order to keep up physical health, ordinary exercise should necessarily be taken daily. In this, particularly Lancing, Sword Exercise, Riding, Parading must be practised.

## 4. REFRESHMENT AGAINST CASTE RULES.

To safe-guard the susceptibility of the orthodox parents, the boys should be in every way discouraged from partaking of refreshment at matches, or eating or dressing by which their caste rules may be considered violated. This has already been denounced by His Excellency the Viceroy in his famous speeches at Rajkot and Ajmer.

I may here quote rules which were kept at Daly College, among others:—

- “ii. Boys attending their College are brought up strictly in accordance with the rites, customs, and observances of their religion, caste, and clan : and no effort is made or will be allowed to be made, to inculcate in such matters English ideas or prejudices.”
- v. The wearing of English dress or imitation of it is not approved. Boys should be dressed according to the mode followed by their fathers and relations in their own homes. But native dress and shoes must always be worn in school, at the religious readings and on the Sunday evening walks”

## 5. GUARDIANS OR PERSONS IN THE FORM OF GUARDIANS

The boys should be allowed to retain persons from amongst their own countrymen as guardians or in the form of guardians, so that they may not go astray from the path which their parents desire them to follow. They will also be good to boys, whom they will keep acquainted with the tradition of their houses, so that when they leave the College they will not return home as strangers.

## 6. PRIVATE TUTORS.

I understand that private tutors are not allowed, but their help is always necessary for preparing lessons, and they are in no way harmful. On the contrary, while I was in the College, they had to be kept compulsorily, and I appreciate their value as indispensable.

## 7. SINGING.

Singing is against the Rajput sentiment and should never be practised.

## 8. WINE IN THE COLLEGE.

The use of wine in the College for European guests who come to witness the matches should be discontinued. It creates a very bad impression upon the young minds, and tempts them to acquire the habit sooner or later. The practice is one of the chief causes of the downfall of the Rajput nation. But if this be considered necessary, it must be at a place where the boys should be strictly excluded from going.

**J.—Views of His Highness the Thakur Sahib of Gondal, on the question discussed at the Conference on the Chiefs' Colleges, held in 1902 in Calcutta, which touches on almost all the points now raised by the Government of India, for discussion at the Conference held in Ajmer.**

At present the attitude of the Chiefs towards the institution supported by their purse is, broadly speaking, one of indifference. The reason is that their share in the management of it is very inadequate. I brought this fact plainly before the Rajkumar College Committee in 1899. Since then the governing body of the College has been re-constructed. It now consists of eight representatives of the Chiefs, the remaining members being selected from Government Officers in Kathiawar. The change has been beneficial in so far that the Chiefs have begun to show some active interest in the institution. If those who have founded and maintained the College are given a real and direct voice in the management of its affairs, they will no doubt extend to it a larger measure of co-operation. They now attend meetings of the Councils or of Committees and are present on speech-days and functions. But most of them do so as a matter of form. By creating in them a sense of regarding the College as their own, they will, I believe, be encouraged to make the institution really useful and popular.

I am sorry to have to confess that the Rajkumar College does not answer the purpose for which it was founded. It was brought into being with the express object of providing a seat of learning "where the Princes and Chiefs of Kathiawar may receive the advantage of liberal education, and thus be prepared for the heavy responsibilities of their position." If I am asked whether the College students are really receiving the liberal education aimed at and whether it is worth the money spent on it, I am constrained to answer in the negative. It is a lamentable fact that a large number of students turned out by the College have hardly mastered the very rudiments of the English language. Physical education seems to be considered of greater importance than intellectual culture. The institution is slowly but steadily losing the confidence of the very Chiefs who have provided all the funds for building, endowment and maintenance, and some of whom are obliged to send their sons to be educated elsewhere. In order to secure recruits and to keep up a respectable number on the rolls, help of Political Officers is often sought in bringing official pressure to bear on unwilling parents. The very fact that coercion is necessary to ensure attendance reveals the truth that the College does not stand so well in the opinion of its patrons as it should.

Students would pour in from all quarters without the aid of any outside pressure if the causes which come in the way of its popularity were removed. The best way to make it popular is—

1. To keep the ever-increasing expenditure within proper limits and check the tendency of taxing the paying capacity of the contributing Chiefs.
2. To give a more direct and real voice to the suppliers of the funds in the management.
3. To give them a fair return for their money in the shape of good education.

By these means, and these only, the aim and object of the institution can, I believe, be fulfilled.

In the absence of proper means for previous preparation, I think the minimum limit of age for admission into the College should be fixed at 8. I am not in favour of fixing the maximum limit of age when a boy can claim his exit from the College. Attainments rather than age should be the criterion in allowing the boy to leave. When one has passed the Matriculation Examination the student should be at liberty to go, no matter what his age may be at the time. This will be a powerful incentive to work, and will induce boys who have not the stimulus operating in other schools to finish the course with zeal and diligence. No boy should be allowed to leave without passing the Leaving Examination unless he reaches the age of 21.

The College should be made self-supporting from the fees and the interest of the Endowment Fund. There should be a uniform scale of fees for all boys attending the same institution, and should be such as to admit boys of recognised status only, say Rs. 100 a month. All Chiefs who join the College from outside the Province should be called upon to contribute to the Endowment Fund.

There should be no separate controlling and teaching authorities. The Principal should be responsible to the Governing Board, and his authority should be undivided. He should be assisted by a Vice-Principal, who should always be an Indian of high birth with excellent academic qualifications, and educated, if possible, in an English University.

The remaining staff ought to be carefully selected. It should be limited in number, and not be "ridiculously out of proportion to the number of students." Strict economy should be exercised in managing the institution. Those who have to supply the funds for a specific object are in the best position to judge whether the object has been achieved or not. Their feelings in such matters can rightly be learnt from themselves and not from the College officers, who will naturally be the last to see any defects in their own working. Chiefs who have sons to be educated at the College and the local officers have better opportunities of knowing the actual requirements than an officer (whatever his qualifications) residing hundreds of miles away and paying occasional visits to the institution at long intervals. Any proposal for increasing the expenditure, which has already grown too much, principally concerns the Chiefs who have to provide the funds, and therefore they deserve to be taken into closer confidence before an expensive innovation is introduced. The success of a teaching institution greatly depends upon the selection of the teachers. An English Principal, an Indian Vice-Principal of British qualifications and a well-chosen staff of Assistant Masters, all belonging to good families, and combining teaching experience with University distinctions, ought to be a sufficient guarantee to ensure success. European Assistant Masters for imparting education of the type and standard now in vogue in the Rajkumar College are unnecessary.

In order to make the students self-reliant, I would recommend the abolition of

- (16) Boarding Houses
- (17) Muschibs
- (18) Private Tutors
- (19) Guardians
- (20) Servants
- (21) Horses
- (22) Carriages
- (23) Messing

private tutors. Muschibs and guardians should be done away with on the same ground. Every effort should be made to introduce a boarding system in the College. The system of a common dining room and common dormitories will, I feel sure, succeed in course of time, as it has succeeded in some other places. Private servants should be disallowed. One or two House-Masters will

be required for the purpose of exercising general supervision over the boys when out of school. These men should be of the right stamp, and if selected by the Governing Board will give satisfaction to the parents of the Kumars. The House-Masters for all practical purposes should be Indians of superior qualifications and tried merits. Students at College should not be allowed more than one pony to learn riding. Carriages should be strictly proscribed.

Sports and games play a very important part in the College life. I think they usurp too large a share of the boys' interest if not of their time

- (24) Sports.

This fact has given rise to an impression in the Province that the

College is established to teach the Rajkumars English games and not to give them a sound intellectual education. This impression gains strength when we see that after a course of seven or eight years the acquaintance of most of the Kumars, with the various subjects they have read, is quite superficial and disappointing. I do not in the least object to manly sports. They should be encouraged by all means but not to the detriment of intellectual education. In these days of all-round progress intellectual culture is of the highest importance to the Rajkumars. I am in favour of inter-collegiate matches, which have many advantages.

Detention in the vacation ought to be an effective remedy for preventing over-stays. Forfeiture of whole or part of their recess will not fail to

- (25) Attendance and Absences.

have a most deterrent effect on boys' tendency to be unpunctual.

This form of punishment might for a time be somewhat unpopular

But punishments are always unpalatable, and the less they are liked the more effective will they be.

In my opinion the best place to acquire knowledge of religion is the student's home and not the School or College he may be attending. Taking

- (26) Religion.

into consideration the peculiar circumstances of the people and the

delicacy of the subject, I am inclined to favour the neutral attitude hitherto followed in this connection. In a School or College where all students belong to the same creed, Hindu or Mohamedan, some system of religious instruction might be possible. But as such is not the case, I would leave the matter entirely in the hands of the parents and guardians of the students. All that the College can do is to instil into the minds of its pupils broad moral principles by means of good education and association with teachers who should be their models to copy in all their worldly dealings.

The course of study to be adopted in the Rajkumar Colleges should be in consonance with the specific view with which they are started, and

- (27) Curriculum
- (28) " "

should meet the requirements of the students, whose responsibilities are many, and who are expected to rule the destinies of a

large number of people. The peculiar nature of the institutions demands that the course of study to be prescribed should be independent, and need not be co-ordinated with the provincial examinations. But the standard of education to be aimed at must be sufficiently high. The Curriculum in English and Vernacular should be above par and if not superior, from a scholastic point of view, should be on a level with an ordinary B.A. examination. When the whole Indian world is moving forward in this direction the Rajkumars, who have to occupy high and responsible positions in life, cannot afford to lag behind, especially when they have to deal with enlightened British Officers and carry on frequent correspondence with them. Mere cramming of many subjects, will not suffice. Their knowledge in certain important subjects, few though they be, should be solid and substantial. By virtue of their position the



Rajkumars would profit by their familiarity with such special subjects as Law, Political Economy, Book-keeping, Elementary Geometry and the local system of collecting revenue. But this cannot be acquired unless they are fairly grounded in general education, without which their minds will not be capable of understanding the principles of those subjects. I would, therefore, work up to the University Matriculation without following the high school standards too closely, so that those desirous of prosecuting their studies in the ordinary way may have facilities to do so. For those to whom a training in any of the special subjects is essential, I should provide a course to be taken up after passing the Matric. The adoption of such a course will equip the Rajkumars who are to become Ruling Chiefs with the necessary means of discharging their duties satisfactorily, and in the case of the Cadets, will open a gateway to enter the military, civil and political departments of the Native States or the British Government. The College will thus be a finishing institution. At the completion of their course the Kumars should be made to pass a Leaving Examination. I have always been in favour of such a Leaving Examination, which must be recognised as giving a certain status of qualification to the Rajkumars passing it.

The delivery of lectures or addresses by persons other than the teaching staff should be encouraged by all means: that will add materially to their stock of knowledge and information.

Co-ordination of system in all the Rajkumar Colleges will be of great advantage, but a uniform course for all is not very desirable. Instead of  
 (30) Common Examinations. prescribing one Curriculum for all Colleges it would be far better if each College had a special feature of its own. If that is done any Rajkumar of any province will be able to satisfy his taste and inclination by joining the particular College which makes a speciality in that direction, and thereby the cultivation of intercourse between the Rajkumars of different districts will be encouraged. In view of the difference in local circumstances the success of a cut and dried system of uniform standard for all the Colleges appears to be problematical. The interchange of Principals at times may be desirable, but the transfer of the subordinate staff from one College to another will not be feasible.

The creation of a Mounted Cadet Corps in each College should be welcome, as it  
 (31) Training for Cadet Corps. qualifies the Rajkumars for a military career for which they have the greatest aptitude, and gives them a chance of joining the Imperial Cadet Corps. Care, however, must be taken that the teaching of drill, &c., does not impair their class-work. The time allotted to this branch of instruction should be limited, and should not be allowed to interfere with their regular study.

One Chiefs' College in each Presidency would be quite enough. I would even go  
 (41) Future of Chiefs' Colleges. the length of recommending a reduction in the existing number of Colleges on the ground of economy and efficiency. A small number of well-equipped and well-conducted Colleges is far preferable to a multiplicity of institutions with inadequate staff and defective management. Such a concentration will promote much desired interchange of relations between Rajkumars of different districts.

There is little advantage in attaching junior Political Officers to the Chiefs' College. The measure will serve no useful purpose; on the  
 (43) Officers of Political Department. contrary, it will be unpopular and create some uneasiness in the minds of the Chiefs concerned. It is suggested that it might be good for the officers themselves as likely to foster sympathy. But that is not the object with which the institutions are founded. The Colleges are quite capable of being popular and filled to their utmost capacity if the defects in the system are rectified, and if some of the pupils turned out by them have better prospects in life than heretofore. The minor Chiefs will be called upon to manage their respective States. Some of their relatives may, according to their qualifications, be taken into the State's service. But the rest have no opening at present. If they can get direct commissions

in the Native Army, or are given civil and political appointments of trust and responsibility befitting their rank, they will doubtless render most effective and satisfactory service to Government and prove themselves a loyal and faithful class of officers.

The Rajkumar College at Rajkot is greatly indebted to Lord Sandhurst and the quondam Political Agent, Colonel J. M. Hunter, for some very desirable changes made in the constitution of the governing body. There is still much room for improvement, for which a closer correspondence between the contributing Chiefs and the Political Officers is absolutely necessary. The Conference on the Chiefs' Colleges indicates that a new era has dawned on the future career of these institutions, and shows clearly what a deep interest H. E. Lord Curzon takes in their real welfare. If His Excellency's example is followed by his successors in office, I have not the least doubt that the Colleges will not only enjoy the full confidence and support of the class for whose benefit they are created, but will satisfactorily fulfil the objects for which they are founded.

#### K—VIEWS OF DIWAN BALMUKAND DAS.

I. *Promotion of interest in the welfare of the Colleges.*—It appears extremely desirable that Chiefs and parents of boys should have a more direct voice in the administration of the Chiefs' Colleges.

As the Daly College at Indore is proposed to be amalgamated with the Mayo College, one Committee of Management will suffice for the Rajputana and the Central India Agencies to be composed of as follows:—

PRESIDENT.

The Hon'ble the Agent to the Governor General

VICE-PRESIDENT.

The Commissioner of Ajmer

MEMBERS

Six Political Officers from the Rajputana and the Central India Agencies

The Principal of the Mayo College

Five Chiefs or their representatives, including parents of boys from each of the two Agencies

One Noble or Minister of a State from each of the two Agencies

The total number not to exceed 21.

For the Bombay Presidency and the Punjab a Committee of Management similarly composed of one President, one Vice-President, and 12 members will meet the requirements of each case.

The term of office of members not to exceed three years so, that every State may be represented in turn by rotation.

The meetings to be held half-yearly in the premises of the College to which the Committee belongs.

Should any urgent point or points requiring consideration arise in the interval, the President, or in his absence the Vice-President, may call for a Special Meeting, by giving at least a fortnight's notice, or refer the same to the members for their opinion.

Five members, including the President, to form a quorum.

A special meeting may also be called on the requisition of at least five members.

The Committee of Management every year to receive the Principal's Annual Report, inspect the accounts, and discuss the Budget Estimates.

Nomination of pupils to be made by their Durbars through the Political Officers, intimation of admissions being furnished to the Committee, who should have the power of cancelling an admission for social and other special reasons.

The dismissal of pupils in case of gross misconduct to rest with the Principal, but ordinarily no pupil may be removed without the approval of the Committee.

The Managing Committee to have control of measures to be taken in connection with religious and moral instruction.

Concessions in the matter of fees, number of servants, and age for admission to rest with the Committee.

The Committee to see from time to time that the kitchen and messing arrangements are satisfactory, and they might, if necessary, delegate this power to one or more of their number.

Motamids are directly under the Principal, but their removal should be in the hands of the Committee.

II. *Terms on which New Members shall be admitted to the General Council of each College.*—Please see answer to question No. I.

III. *General system in regard to Religious Instruction.*—Religious and moral instruction is of the first importance.

Religious education should be orthodox but progressive, and not heterodox. Moral and Religious text books to be selected by the Committee of Management, aided by competent and experienced men from outside as well as some well-known societies.

The appointment of Shastri is very necessary. He should teach and supervise *Sandhyas* and daily prayers according to the sect and *Sampardhas* of the family of Hindu pupils.

This is, however, not all. A highly qualified (English and Sanskrit) lecturer should also be appointed to give Religious and Moral lectures on non-sectarian principles of a Catholic nature on texts taken from standard books.

The cost under this head might, if necessary, be met out of the income of a fund to be raised for the purpose; the administration of the fund should be directly under the control of the Committee of Management.

Similar arrangements may be made for the Mohamedan pupils.

IV. *Curriculum.*—The Curriculum of studies fixed by the Principal appears quite sound.

V. *Fees.*—I entirely agree with Mr. Waddington that the question should not be raised with regard to boys from the Rajputana States, which have for the most part contributed to the Endowment Fund of the Mayo College.

A scale of fees should, however, be fixed for boys coming from localities which have not contributed.

I would suggest:—

(a) Ruling Chiefs to pay Rs. 100 per mensem.

(b) The others at a graduated scale varying according to the income, say 5 per cent, subject to a maximum of Rs. 75 per mensem.

Provision should, however, be made for concession to poorer boys, whose cases should be especially considered by the Committee.

This arrangement might be replaced by Endowments from such Native States as have not already contributed to the College Endowment Fund.

VI. *Age for Admission and Withdrawal.*—The age for admissions should, as a general rule, be fixed at between 8 and 12 years. In special cases of wards the rule may be slightly relaxed, and boys not exceeding 15 years of age may be admitted by sanction of the Committee.

Boys of 15 years and under should, so far as practicable, be separately housed from boys exceeding the age of 15.

Generally speaking, the age for withdrawal should be from 18 to 20 years, according to circumstances.

VII. *Common Messing*.—Common messing would not be very popular at the very outset.

In any attempts that may be made in introducing it, the following points should be kept in view:—

- (1) The vegetarians (if any) would not like to take their food on the same table with the meat eaters.
- (2) The Rajputs will not generally eat together with boys of other castes, or even with Rajputs who are not on terms of matrimonial alliance with them.
- (3) The use of tables and chairs would generally be repugnant.
- (4) Difference in income resulting in a difference in the quality of the food, would also make common messing difficult to manage, e.g., wealthier pupils will not be satisfied with common messing on account of the food that will have to be prepared of a rather inferior quality to suit the means of the poorer members of the Mess paying messing fees on a lower scale.

A beginning might, however, be easily made with boys of same caste and status, and that in the orthodox style, both as regards the preparation of food and the nature and arrangement of the dining table and seats.

VIII. *Accommodation in Boarding Houses*.—I quite concur in the remarks made by Mr. Waddington in paragraph 10 of his letter of the 31st August last, with regard to accommodation in Boarding Houses of the Mayo College.

IX. *Selection and Duties of Motamuls*.—Motamuls to act as Assistant House-Masters and to be selected with due care and appointed by the Durbars, with Political Officers' approval, but removable by Managing Committee of their own motion or on recommendation of the Principal.

English House-Masters are very desirable, but should not have direct interference with messing and cooking arrangements, which should be left in the hands of the Assistant House-Masters. Managing Committee to see to this from time to time.

X. *Number and Description of Servants*.—One servant of all work should be invariably allowed to every boy, and whenever necessary a respectable man to look after younger boys. This number is inclusive of grooms, and also of a Cook and a Bhisti, the latter two being dispensed with in case of common messing.

In case of Ruling Chiefs and boys of special importance, a concession should be made. In individual cases of this sort, the decision might rest with the Managing Committee. A maximum should, however, be fixed.

*Extras*.—Every effort should be made to secure punctual attendance and return from leave, &c., of boys. Leave should be allowed only in cases of marriages of brothers, sisters, and nephews, and in case of deaths of parents or *bona-fide* guardians, and should not exceed a fortnight. Applications for leave, in case of the latter, to go direct to the Principal, to avoid delay intimation whereof will be sent by the latter to the Political Officer concerned, in view of verification and punctual return of the pupil.

Any pupil overstaying his leave should be fined by the Principal, and made to forfeit a portion of the forthcoming vacation equivalent to double the number of days he has overstayed, subject to a maximum of half the vacation.

Individual members of the Committee should be encouraged to visit the institution, inspect its working, and record their observations, copies of which should be sent by the Principal to the President for his and the Committee's information.

### L.—VIEWS OF LIEUT.-COL. PEARS.

I. *Promotion of Interest in the Welfare of the College.*—The appointment of a Committee of Management is, in my opinion, most desirable. In 1873 the appointment of a Working Committee or Executive Council was proposed by Mr. Saunders (then Commissioner, Ajmer), but the idea was abandoned chiefly because of the difficulty in nominating members, whether official or non-official, within easy distance of Ajmer. With the opening out of railways this difficulty has practically disappeared. I would suggest that the Commissioner of Ajmer should be President, the Principal of the College Vice-President, and that two Ruling Chiefs and one Political Officer should be appointed members. The members of the Committee might be appointed yearly, but it would probably be found desirable that the Commissioner, Ajmer, and the Principal of the College should be *ex-officio* President and Vice-President.

The members to be nominated by the Vice-President of the College Council, with the approval of the President, one of the two Ruling Chiefs to be invariably selected from Rajputana.

It would not, I think, be advisable to increase the size of the Working Committee beyond that originally proposed by Mr. Saunders.

There should, I think, be at least two meetings of the Working Committee every year. The nomination of Ruling Chiefs will, I feel sure, have an excellent effect. They will appreciate the honour of being nominated, and their opinions will be most valuable in dealing with many difficult questions.

The degree of authority to be entrusted to the Working Committee and the scope of their functions can best be discussed at the Conference. The settlement of both questions seems to me to depend in some measure on whether the College Council is in future to remain as at present constituted, with additional members from Central India and other States.

So far as I am aware the College Council has up to now had very little voice in the administration of the College. There has only been a meeting of the Council on two occasions, *viz.* in 1877 and 1888. In future I would suggest that copies of the proceedings of the Working Committee might be forwarded to each member of the College Council for such remarks as he might wish to offer, and a final decision passed by the Vice-President.

III. *General System in regard to Religious Instruction.*—The Maharaja of Jaipur is strongly in favour of religious instruction being given to the boys at the Mayo College, and I agree with him. The views of the Rev. Dr. Macalister, who has spent the greater part of his life in Rajputana, were quoted by my predecessor in his letter of the 21st March 1903 and are worthy of consideration.

The selection of religious instructors and of books to be read, are matters in which the Ruling Chiefs on the Working Committee will be able to give great assistance.

The method of imparting instruction recommended by the Maharaja of Jaipur appears to me suitable.

IV. *Curriculum.*—The daily routine and Curriculum of studies of the College as at present observed, appear to me suitable. Euclid and Algebra will, I presume, be excluded in future, in accordance with the general consensus of opinion at the Calcutta Conference. Personally I am strongly in favour of instruction in Classical Languages being included.

I think special attention should be paid to instruction in subjects useful to land owners.

The ignorance of the majority of land-owners in Jaipur, as regards the Land Revenue system prevailing in their territories, is lamentable. Many of them entrust the entire management of their estates, including the assessment and collection of revenue, to *Katdars*, and nearly always with disastrous results.

Instruction in Surveying and the preparation of Land Records should be given while the boys are at the College. Instruction in Agriculture and the principles of Sanitation should be given in the Vernacular.

In the case of a Ruling Chief, I think it essential that his studies in these subjects should be carried on in the interval between his leaving the College and assuming ruling powers, during which period he will have more leisure to devote to these branches of his education. With him might be associated other boys who have completed their course at the College and who are land-owners on a smaller scale.

V. *Fees*.—As regards the question of fees, I concur with Mr. Waddington's proposals.

VI. *Age for Admission and Withdrawal*.—In my opinion the age for admission to the College should be 10 and for withdrawal 18. So far as my experience goes, there is usually strong objection, especially from the Zemana, to a boy's joining the College before he is 10. There is not the same objection to sending boys to study in feeder schools, and to these they often go when they are 8 and younger. Exceptions might be made in the case of boys coming from States where there is no feeder school. I would make no exception as to the age for withdrawal.

VII. *Common Messing*.—Some of the Chiefs in Rajputana, the Maharaja of Jaipur among them, hold strong views on this subject. As he points out, it is not only a question of religion, but also one of class distinction. Opinions on the subject are divided, and I think most of the rising generation of Rajputs would have not the slightest objection to common messing among Rajput boys at the College. The older generation, however, dislike the idea, and I think it should be left quite optional with the boy himself to join a common mess.

IX. *Selection and Duties of Motamids*.—For the future I see that Mr. Waddington proposes that Motamids, if not members of the teaching class, shall be liable to do at least two hours' class work daily.

There is divergence of opinion as to what the duties of a Motamid are. According to some, he has to look after the bodily wants of the boy, *e.g.*, his bath, puja, &c., and to see that he does not neglect the customary observances of his State and family. According to Pandit Sukhdeo Parshad these are the duties of the "Dholiye-ka pahrayat," and he recommends that Motamid should be abolished altogether. As a matter of fact, I fancy the Motamid exercises general supervision over the personal attendants of each boy.

There would probably be no objection on the part of the Chiefs if the title Motamid were changed to Assistant House-Master.

I think the parents of boys would be satisfied if they were allowed to select the "Dholiye-ka pahrayat," and a Rajput "boy," subject to the Maharaja's approval. What parents, and especially the mothers, want is to have a man or two of their own selection who can be trusted to look after a boy and devote their whole attention to him. They have little faith in the Motamid, of whom, as a rule, they know nothing. I feel sure that the Maharaja of Jaipur is prepared to depute as Motamid the best man he can select, if the present Motamid is not sufficiently educated or in any way unsuitable.

X. *Number and Description of Servants*.—In most cases I should say that no objection would be raised if the boys shared the services of certain servants, such as Dhobi, Bhisti and Barber, but it is important that they should have at least one and usually two personal attendants, as proposed by Pandit Sukhdeo Parshad, and these should be carefully selected.

The scales of monthly expenditure proposed by Mr. Waddington appear to me suitable. In these scales five servants is the maximum, and in the case of a Ruling Chief this does not seem excessive.

## M.—VIEWS OF THE HON'BLE LT.-COL. J. B. HUTCHINSON.

I. *Promotion of Interest in the Welfare of the Colleges.*—The Aitchison College is an Association registered under Act XXI of 1860. The supreme control is vested under the Statutes in a Council and a Committee of Management.

The Council consists of a patron (the Lieutenant-Governor of the Punjab), and visitors who are appointed by the Lieutenant-Governor from among the Ruling Chiefs and leading native gentlemen of the Punjab, and high officers of Government.

The Committee of Management consists of the Financial Commissioner of the Punjab, and six other *ex-officio* members appointed by the Lieutenant-Governor, and not less than seven or more than twelve other members appointed by the visitors, subject to the approval of the Lieutenant-Governor.

Subject to the control of the Council the superintendence of the affairs of the College is vested in the Committee of Management.

The Governor of the College is Secretary of the Council and the Committee. This arrangement has always worked satisfactorily.

II. *Terms on which New Members shall be admitted to the General Council of each College.*—Contains all the information that is required under this question, as far as the Aitchison College is concerned.

III. *General system in regard to Religious Instruction.*—In the Aitchison College the students are Hindus, Sikhs, and Mohamedans.

Government is not in any way concerned with the arrangements made for religious instruction.

For the Mohamedans a Mosque has been erected in the College grounds by His Highness the Nawab of Bhawalpore, and a Maulvi is appointed by the Governor, in consultation with the Mohamedan community.

A Gauthi has been appointed for the religious education of the Sikhs.

Arrangements are being made for a Dharmasala for the Sikhs, and a Temple for Hindus. These places of worship will be built from subscriptions made by these communities, and the teachers paid by subscriptions from the boys at the College.

IV. *Curriculum.*—The Curriculum at present at the Aitchison College is the Arts Course for the University. For 80 per cent. of the boys at the College this Curriculum is the most appropriate, as most of the boys will in after life have to work for their living. A separate course has been proposed for the Ruling Chiefs and large landholders. This has been sanctioned by the Committee of Management, but has not yet been introduced. A copy of this Curriculum is attached for information.

V. *Fees.*—In the Aitchison College there is only one fee, Rs. 50 per mensem, but in certain cases, with the sanction of the Committee, this may be reduced to Rs. 25 per mensem.

There are also 32 Scholarships in the Endowment of the College. Boys holding these Scholarships pay no fees.

VI. *Age for Admission and Withdrawal.*—Under the Statutes of the Aitchison College the minimum age for admission is 8 years and the maximum 18. I do not consider that any change is required.

For withdrawal no age is fixed. As a general rule, boys leave when they have passed the Entrance Examination of the University, but some boys continue to reside after that Examination and attend classes in the Government College, reading for F. A. and B. A.

VII. *Common Messing*.—There is a common mess for the Mohamedans. An attempt was made to introduce a similar arrangement for the Sikh boys, but was discontinued, as the parents will not approve of it. As regards Hindus the classes vary so much that the institution of a mess is hardly practicable. Moreover, some boys have large incomes while others are very poor, and the messing required for the richer boys would be far above the means of the poorer boys.

Groups for common messing might be framed, but I do not think the arrangement would be at present approved of.

VIII. *Accommodation in Boarding Houses*.—All the boys are accommodated in Boarding Houses at the Aitchison College, and no improvement could be made. In each Boarding House there are rooms which are suitable for English House Masters.

IX. *Selection and Duties of Motamids*.—Musahibs are appointed for each Boarding House. Hitherto these have been retired Native Officers of the Army. As far as I can see these men are the most suitable, having all their lives been trained in habits of obedience and subordination, and having also been accustomed to command bodies of men. They are not highly educated, but that I consider is not required. These duties do not extend to teaching the boys.

X. *Number and Description of Servants*.—Mohamedan boys who attend the common mess can manage very well with one *personal* servant. Hindus and Sikhs require at least two. Sweepers, Bhisties, Barbers, and Washerman are provided by the College. These are common servants and are paid by the College. I do not consider that the time has yet come for the *personal* servants mentioned above to be abolished.

## COURSE OF STUDIES.

All boys to work up as before to the Middle School Examination. After passing the Middle School Examination those boys, for whom it is considered advisable, will go on in the Junior and Senior High Classes as before.

For those boys who look forward to a Military life, and for those who have estates to manage when they leave College, a Science Course will be provided as follows:—

### 1.—Veterinary Course in the Veterinary College—

- (a) Management of Cattle and Horses, Stable, Feeding, Grooming, &c.
- (b) Common Diseases of Animals: Symptoms and Remedies.
- (c) Causes of Contagious Diseases: means by which they are spread.
- (d) Principles of Horse-breeding.

The course will be of three periods a week during term time for two years.

### 2.—(a) Land Records.

- (b) Land Measurement.\*
- (c) First Principles of Agriculture.

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\* This will be carried out in the field in the winter term only.



- 3.—English : all subjects, including History and Geography.
- 4.—Mathematics, up to the same standard as for Arts, Entrance.
- 5.—Drawing.
- 6.—Science.

Boys who wish to go into the army, will not take up subject 2 (c), but will do Plan-drawing or some other subject instead.

All boys in the school will be taught Drill and Gymnastics. The Drill will be something more than what is done now. It will include Company Drill, Extension Motions and Physical Drill.

Those boys who have horses will learn riding. If possible, arrangements will be made that all the bigger should be put through a course of musketry.

#### N.—VIEWS OF COLONEL W. P. KENNEDY, AGENT TO THE GOVERNOR-GENERAL, KATHIAWAR.

I. *Promotion of Interest in the Welfare of the Colleges.*—The Rajkot College is equipped with a Council of Chiefs and Officers of Government combined and also with a Board of Visitors. Nothing more in this direction is needed in my opinion for this College.

The creation of the Council has aroused interest in the affairs of the College among the Chiefs.

The time is not ripe for any change in the rules which govern the Council in respect of giving the Chiefs a more direct voice in the administration. I consider the general control of Government, which the rules provide, should remain, because the great majority of the Chiefs who are on the Council, and who are eligible to serve on it, are hardly well enough educated to be given anything like absolute control.

The term Committee of Management in the above suggestion is a point which is not clear to me. Does it mean anything different from the College Council, *i.e.*, is it the idea to have a Committee formed out of the Council?

At present the Council is a Council of Management. I see no necessity for a Committee and a Council.

II. *Terms on which New Members shall be admitted to the General Council of each College.*—Does the term "General Council" mean what we understand as "Council," with reference to the Rajkot College?

The Rajkot College was originally intended for sons of Kathiawar Chiefs, and was entirely built by Kathiawar Chiefs.

Hitherto none but Kathiawar Chiefs have been on the Council. Personally I should like to see Chiefs from other parts of the Bombay Presidency represented on the Council. I believe that under the rules there is nothing to prevent their election if they fulfil the qualifications.

The drawback to electing Chiefs outside Kathiawar, is that they would not be likely to attend meetings, being deterred by the distance to Rajkot, and therefore they would not be likely to be useful at Council deliberations.

Perhaps a rule might be introduced setting apart a seat or two on the Council for Chiefs beyond Kathiawar, provided they are qualified in the same way as Kathiawar Chiefs.

III. *General system in regard to Religious Instruction.*—A most important and delicate point for consideration.

Broadly I am of opinion that—

- (1) Religious instruction should primarily rest with the parent;
- (2) Colleges should not assume any great undecided responsibility in this direction, but
- (3) Confine such instruction to broad principles of morality;
- (4) Much useful work may be done in this connection by having well-selected Musahibs with the boys, men of good moral character; not too young.

At the Rajkot College there is a Shastri for the Hindu boys, and a Kazi for the Mohamedans, the former paid by the College and the latter by the Mohamedans. I think there should be no differentiation in the mode of payment of these religious instructors or in their status in the College.

- (5) Selection should be careful, and the parents or guardians of the boys should be consulted.

IV. *Curriculum.*—I consider that there should be an uniform Curriculum, with a recognized standard of efficiency to be attained with definite objects in view, i.e., to turn out Chiefs who will come to their Chieftal duties, well educated, and for such as may not succeed to rule to fit them to proceed if they desire it to higher education.

V. *Fees.*—A uniform fee for the Rajkot College would be fatal to it.

The existing arrangements at the Rajkot College are, in my opinion, sound.

Fees range from Rs. 200 to Rs. 50 and less in special cases.

The Agent to the Government has power to reduce the fees of a boy from his ordinary classified scale if a case is recommended and made out by the Principal.

The system in vogue here works well.

VI. *Age for Admission and Withdrawal.*—Roughly the ages of entrance and leaving should be 10 and 18 respectively, but for entering no hard and fast rule is advisable for this College, as it has no feeders.

Not advisable to compel a boy to stay till 18, if he has learnt all that the College can teach him and is intended to teach him. Also no reason why a boy should not stay till he is 19 or even 20 in the case of a backward boy. Age of 20 should be the limit in such cases.

No absolutely hard and fast rule can be made in my opinion, as much must depend on parents' wishes and views for their sons' future, and sometimes on circumstances which cannot possibly be foreseen. But broadly once a boy has entered, he should be allowed to go through with the Curriculum fully, and co-operation in this direction should be expected from parents.

VII. *Common Messing.*—This question is one which should be allowed to solve itself by process of time, and separately in each College. Broadly speaking it is in many ways desirable, and a good many Chiefs in Kathiawar favour it. Very much depend on the way the messes are run and supervised.

At the Rajkot College there is a Mohamedan Mess which answers fairly well.

There is no reason why Kathi and Rajput Messes should not come into existence, but no pressure is advisable; the desire for such messes should obtain expression from each section or caste.

The advantages of such messes are obvious.

VIII. *Accommodation in Boarding Houses.*—The Rajkot College has no Boarding House. The wing system obtains and works well. Two Wing Masters of good educational ability and trustworthy will suffice for this College. They should be

well paid, as their duties are most responsible. The employment of the right sort of old boy, an idea which, I understand, comes from Mr. Waddington, strikes me as very sound indeed. Such a man would naturally have a great interest in his work, and it would be a means of finding interesting and good employment for a Cadet, which is a great desideratum.

IX. *Selection and Duties of Motamids.*—I presume a Motamid is the same as a Musahib.

Considerations and qualifications for this man are, (1) Age: which should not be too young, not less than 35. (2) Character, this of course should be good morally; he should be a man of some status in his own Durbar and not merely a hanger-on, and he should have some natural interest in his charge. (3) He should be educated to some extent.

The Musahibs of the Rajkot College are reported to be rather useless as a body and only a few are individually good and desirable.

The Musahibs should be selected by the boys' parents or guardians in concert with the Political Agents concerned and the Principal of the College.

X. *Number and Description of Servants.*—The advisability of reduction of the servant staff as much as possible is patent. At Rajkot the numbers have been largely reduced.

The substitution of a College staff of servants is most desirable. A step towards this would be to give the Principal the power to appoint servants.

#### O.—VIEWS OF S. M. FRASER, Esq., C.I.E., I.C.S.

I. *Promotion of Interest in the Welfare of the Colleges.*—I agree generally with the views expressed by the Diwan of Jodhpur in December 1902.

My suggestions are roughly as follows:—

- (1) Give fresh life to the College Council, which may be a large body, including all Chiefs, whose influence it is desirable to enlist. Representatives of Bombay and Southern India might be included, however small the number of boys at the College coming from outside Rajputana and Central India. The Council would be nominated by the Viceroy, and members would serve for five years, and be eligible for re-nomination. Endeavours should be made to get them to meet once a year at Ajmer, but probably few would turn up regularly, and the chief object of the Council would be to exhibit to the public a powerful body of patrons, representative of all parts of India.

To provide for the exercise by Chiefs of a real voice in the administration of the College, I would have—

- (2) A Board of Visitors, half to be elected by the Council and half to be nominated by the Agent Governor-General of Rajputana. This should be a body of practicable size, say a dozen, and should consist of men who are really likely to take the trouble to visit the College. The Board should assemble at Ajmer once a term on a date to be fixed by themselves, and their function would be to examine every detail of the Institution, and to submit to the Agent Governor-General of Rajputana any suggestions they wished to offer. In order to get them to act in a corporate capacity, it would be necessary for the Board to elect a Secretary or Chairman, who would convene them and address the authorities in their name. While the General Council would include some Political Officers, the Board of Visitors should be a purely non-official body, if it is to effect the desired object of getting the Chiefs

themselves to take an interest in the management of the College. If any Political Officers were members, the danger would be that the Chiefs might not give their independent views, and would be tempted to leave the work to be done by the officials. Copies of their reports would be sent to each Member of the Council for information and to suggest topics for discussion at the Annual Council Meeting. The Board of Visitors would also nominate one of their members to be associated with the Inspecting Officer.

In order to prevent members of the Board finding the duties irksome, and to pass as many of the members of the Council as possible through this training, the term of service of the visitors might be limited to two years, and to provide some continuity of experience it might be arranged that only half the Board retire at a time. Members would also be eligible to serve again. Further, it should be understood that any member of the General Council, whether included among the visitors or not, would be welcome to visit the College at any time, either alone or in company with other members, and would be entitled to record his suggestions and remarks either in a Visitors' Book, to be kept for the purpose, or in a note to the Agent Governor-General.

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**P.—VIEWS OF C. MAYNE, Esq., PRINCIPAL, RAJKUMAR  
COLLEGE, RAJKOT.**

I. *Promotion of Interest in the Welfare of the Colleges*—This appears to concern Rajkot less than Ajmer, especially as Government intends to place the management here unchanged. Still the Chiefs here are not quite satisfied with things, and claim a more direct voice in the control of the College. It is difficult to see how this can be done without abolishing the 'General Government Control' which is laid down in the Rules of 1894 as a condition of allowing the Chiefs some share in the management of the College. Some complain that as long as this General Control is exercised the Chiefs cannot look upon the place as their own. I fully sympathize with them in this view, but am totally against handing over entire management to them. The Council is selected from the Board of Visitors which consists of 50, of whom 35 are Chiefs. Of these 35 the majority, though many can claim to have been educated here, could not be entrusted with such important charge. The College system is not yet old enough for any real tradition as to its management to have established itself, and the number of Kumars who, when they have left, make a point of keeping up their connection with the place by occasional visits is, I fear, comparatively small. Occasionally it has been difficult to get a quorum of Chiefs at Council Meetings. Setting aside the granting of entire control to Chiefs as out of the question till they are, educationally-speaking, as a body fit to undertake it, I think there are two other ways in which we may arouse greater interest in them in the welfare of the College:—(1) By keeping expenditure within a reasonable limit, due regard at the same time being had to the status of the Kumars. (2) By improving the education imparted by the College. Of these, (2) is very important, and is receiving the attention of the Government of India. At the same time I very much hope that the Government of India will find the extra money required for increasing salaries and making new appointments. It is hardly fair to foist upon the Chiefs a new scheme and ask them to pay for it.

The complaint made by some Chiefs that too much attention is given to games is, I think, unfounded. The working hours here compare very favourably with those observed in English Public Institutions, which are taken as our models in the lack of a better, there being no such system to follow in India. The weakness in work has hitherto been due to the inadequacy of the native staff, not to slackness on the part of boys.

Lastly, something might be done towards arousing greater interest by the institution of regular "Old Boys' Clubs," more or less on the lines of those obtaining in England, i.e., partly of a social nature, and partly organized to promote the welfare of the College.

I do not think that any Chief should be eligible for a seat on the Council unless he has subscribed at least Rs. 10,000 to the College by way of Endowment or otherwise. This is one of the conditions of eligibility for Kathiawar Chiefs, the others being (1) having a son or ward at the College, (2) being an Old Boy himself. At the same time it is very desirable that there should be always one outside Chief on the Council, now that this College is regarded as the Chiefs' College for the Bombay Presidency. I should like to see the Maharajah of Kohlapur on the Council, he was educated here, and would, by his name alone, be of great use. There have been a number of outside Chiefs on the 'Board of Visitors,' from which body the Council is selected, but the Kathiawar Chiefs, who are of course in a large majority, always elect some of their own number to the Council naturally enough, as they have found the funds for the College. I think a little new blood is badly wanted on the Council, but as before said, the Chiefs of Kathiawar should demand a donation from any outside Chief before electing him to the Council or even considering him for election. Distances are so great in India that one cannot expect Chiefs living far away, such as Kohlapur Junjira, Mudhol, etc., to visit their old school much, but if they could be persuaded by Government in the Political Department to qualify for election on the Council, and have to realize the importance of their Colleges and the desire of Government to do the best it can by them, I think some of them would take more interest. In this connection I should like to mention that the support given by the Political authorities might be greater. I have known several cases of boys who ought to have been sent here by their Political Agents, but who have not come, and on several occasions I have had to write informing the Political Agents of Kumars in their jurisdiction who are eligible.

III. *General system in regard to Religious Instruction.*—On the whole I am in favour of limiting religious teaching in Colleges to the broad principles of universally accepted ethics. The Gaekwar of Baroda's suggestion that the general principles should be laid down by a responsible Committee is a good one, but, I think, unworkable. It would be very difficult for any system of this sort, however good, not to wound someone's susceptibilities. The system here is to have a Shastri for the Hindus and a Kazi for the Mohamedans. Both these lecture once a week to their boys, and the Kazi superintends and conducts the daily prayers of the Mohamedans, reporting to me if anyone is careless in attendance. I have had no complaints against this system. The Shastri is paid out of College Fund and the Kazi by subscription. If Government wishes, the Shastri can be paid in this way also, as was the case formerly. I am of opinion that, with the exceptions abovementioned, Colleges should limit themselves to moral training. There are three or four chief ways of instilling the latter:—

- (a) By having only men of high principle on the staff.
- (b) By using a healthy class of class-reading books, not purposely moral in tone.
- (c) By occasional addresses such as Mr. MacNaghten used to give to the Kumars, here on serious subjects—Honesty, Cleanliness, the value of time, &c., &c.
- (d) By having the right men as Musahibs. These men if men of principle and character could, to a great extent, act as religious instructors.

If anything could be done to interest the Kumars in nature, it would have a good result. At present they show no interest in the animal world, the vegetable world, etc., etc. A little more acquaintance of this sort would undoubtedly raise their minds, and make them realize something of the scheme of the universe.

V. *Fees*.—A change of fees at Rajkot would be disastrous, as the College revenue consists of  $\frac{1}{4}$  endowment and  $\frac{3}{4}$  fees. I understand from the Government of India's despatch that the financial arrangements here are to remain. A uniform fee of Rs. 50 would mean a loss in income of Rs. 28,000 per annum, and a uniform fee of Rs. 100 would drive many of our Chiefs' sons away.

VI. *Age for Admission and Withdrawal*.—This question was regarded in the despatch as one not needing settlement at the time. Here at Rajkot a limit for admission is undesirable, as the College has no feeder as the Mayo College has. Recently I had to admit a boy of 8 years of age, there being no other College for him to go to.

I think 18 is a good age for leaving the College, provided a boy is high up in his work. A backward boy, provided there were nothing undesirable about him, might stay on till 20, but he should then go.

VII. *Common Messing*.—When custom and caste permit, facilities should be granted when desired: but no pressure should in any case be brought to bear. The Mohamedan Mess here is fairly successful, though the boys sometimes complain that they don't always get what they want. Socially speaking the experiment is a success, as there is much more camaraderie among Mohamedans than between Hindus. I am against forcing the question, and so is the College Council as a body, though some (especially among the more enlightened Chiefs) are in favour of it.

VIII. *Accommodation in Boarding Houses*.—The Wing system at Rajkot works well, and Sir Walter Lawrence when he saw the arrangement of the New Wing said they should be a model for Chiefs' Colleges throughout India. All that is necessary here is two thoroughly reliable men as Wing-Masters, men of education, who could if necessary take the place of an absent master in class. Their pay should be at least Rs. 100, and I should prefer Rs. 150 per mensem, the duties are very responsible and they, from their position in the centre of the Kumars, should be most useful to the Principal in gauging the true characters of the boys.

Inefficient Wing-Masters in my opinion would be worse than weak Class masters. Mr. Waddington suggested employing old boys in the capacity, as they would be in touch with the Kumars, and yet, if strong men, able to control them. I quite agree with him. Such masters should be included in the staff, and if possible they should be pensionable. This is the only way to attract good men.

IX. *Selection and Duties of Not umids*.—The requirements are in the main three—(a) age, (b) education (a little at all events), (c) character. Such men should be selected by the Chief, in concert with the Political Agent, and they should remain, as now, liable to dismissal by the Principal if unsatisfactory. No man under 40 should be appointed, and if possible he should be a man who has served the State in some official capacity, not having been merely a hanger-on of the Chiefs' entourage. At Rajkot there are rules for the guidance of Musahibs, but some are so ignorant that they have to be read to them. Eventually Musahibs should be dispensed with, and I take every chance of doing so. The better class of boys don't want them, though they would appear more necessary for Hindus than for Mohamedans. The majority here are useless, and instead of controlling and guiding the Kumar give way to him—worse than useless. They do not appear to form, as they ought, a body of control in the College, and though they have been asked to confer with me from time to time on their charges, no one ever comes unless he has some *arji* for himself! Something might be done by giving the Musahibs a 'Common Room,' but this would be useless as long as they are nearly all uneducated men.

X. *Number and Description of Servants*.—Servants have been largely reduced here, and now as a rule a Kumar only has one Panshan (body servant), one Cook (if Hindu), a Syce for each pony (according to custom), and a share in the services of Dhobi, Bhisti, and Barber. The Musahibs are in control over these men, but they do not succeed in keeping them in their places properly, and I have often found, though less than formerly, servants chatting with their masters.

As a class they are not old enough. The Government of India despatch rightly insists on their being elderly, and would like to see them a little educated; the latter case must always be the exception. College servants are most desirable, *i.e.*, men appointed by the Principal. Most of the rows have the connivance and assistance of servants at the bottom of them; and though the Principal may dismiss the Durbar servant, it is so difficult to prove them in the wrong that the power can be very seldom made use of.

### Memorandum on Subject IX of the subjects discussed at the Ajmer Conference on Chiefs' Colleges.

IX. *Selection and Duties of Motamids.*—The following remarks refer in the main to the Boarding House-Masters, who are called at the Mayo College 'Motamids,' and at the Rajkumar College 'Wing-Masters'; to a great extent, however, they are applicable to the personal guardians of the Kumars, who are sent with them by the Durbar to the Colleges, and who are responsible to the parents for the adequate performance on the part of their charges of family and religious observances, are in charge of their personal servants, and, generally speaking, are in control of, and responsible for, the Kumars when the latter are not in the class-room or on the play-ground.

2. The selection of these men (Wing-Masters) is a matter of extreme importance; it is, I think, almost more important that Boarding House-Masters should be carefully chosen than members of the Teaching Staff. At my own College at Rajkot there are two such men, one in each Wing. At the Mayo College I understand there is one in each Kothi or Boarding House. At Rajkot they are appointed by the Principal, at Ajmer by the States which built the Kothis. At Rajkot they are dismissible by the Principal; at Ajmer I understand that the Principal would have no difficulty in getting rid of an undesirable Boarding House-Master and asking the Durbar to send another. But the system of Durbar-appointed Boarding House-Master is, in my opinion, open to grave objection, as it diminishes the authority of the Principal, who should be supreme in all questions of the internal administration of his College. The Chiefs need have no fear that the Principal will exceed his powers, as their interests are safeguarded by the existence of College Councils, which exist, among other things, to hear and deal with criticisms of members or questions of College management. If a Principal cannot exercise discrimination in the choice of his staff, in my opinion he is not fit for his work. I lay great stress on the implicit confidence and, arising from this, the unhampered control in matters of internal economy (of which the appointment of the staff is clearly one) which should be given by the Council to the Principal, as on more than one occasion at this Conference some of the speakers have hinted at a reduction in his powers. The fact that he is ultimately responsible to the Council, and of course to Government, should be enough. [The above remarks do not refer to the selection of the personal guardians of the Kumars, whom the parents have a right to choose, though I think that, even here, in each case the Political Agent should have a say in the matter.]

3. The following are, in my opinion, the main requirements for these posts:—(a) age, (b) education, (c) character. First as to (a). The ideal arrangement would be to employ old boys of these Colleges in the capacity of Boarding House-Masters. Such men would be in touch with the boys, they would be imbued with the tradition of the College, and they would, if carefully selected, be more likely to control those in their charge. I have at present one such House-Master, who though not educated at Rajkot, was a boy at the Girassia School, Wadhwan, an excellently-managed institution. He is a son of a Kathiawar Chief, and has great influence with and control over the boys, who one and all respect him. He is able to take a good part in College Games, and is altogether a most useful member of my staff; his age is about 30 years. There would, in my opinion, be no objection to old boys selected for this duty being even younger than this, provided of course that they were of the right stamp.

Should no old boys be forthcoming I am inclined to think 30 is the minimum age at which Boarding House-Masters should be entrusted with their duties. They should always be (this applies to old boys also) men sufficiently well educated to be able to superintend the boys' preparation work, and proficiency in games should be a qualification; this latter is always found to be a great bond between the Masters and Boys, and *ceteris paribus*, such a man always has more influence than one who has no sympathy with, or proficiency at, games.

As to point (b), *viz.*, the amount of education that should be looked for in these men, I think it would suffice if they were able to superintend the preparation work of the younger and more backward boys, and to supply the place of an absent Teaching Master occasionally; by a little arrangement they could be put in charge of one of the lower classes during a Master's absence. I attach great importance to the younger boys being helped in their preparation, as alone and unaided they by their faulty methods often waste more than half the time. Point (c), *viz.*, "character," I regard as by far the most important of all. The Boarding House-Master lives in the midst of his boys, and his position should enable him to find out their real characters far better than the Class Master. There is always a certain amount of restraint when boys are in class, which is relaxed in the freedom of the Boarding House, and it is more in the latter than the former that a boy's true characteristics come out. The tone of the house depends almost entirely on what the boys think of their House-Master, and I have noticed at Rajkot that the wing which is in charge of an educated Rajput is certainly superior in tone to the other where there is no Rajput. The suggestion of appointing Old Boys to this duty is worthy of a trial for the above reasons, and also as it would be a means of giving employment to younger sons of Chiefs who, on leaving the College, often stagnate in their homes and go down the hill. The pay must in any case be better than it is now. I should suggest at start Rs. 100 a month, and should like to see the posts made pensionable, and the holders included in the regular staff of the College. This would dignify the position, and tend to inspire in Boarding House-Masters some pride in their work.

With regard to the private guardians of the boys, *viz.*, those appointed by Durbars, it is difficult to see how any other method of appointment would be possible. I would, however, suggest that the Political Agent should always be expected to make his own enquiries into the antecedents and character of the men selected. Such men should in my opinion, never be appointed below the age of 40 (at which age it is more or less easy to see what kind of life a man has led), they should be possessed of some education, if possible, and they should be men who have held some post of trust in the State, and not been merely hangers-on of the Chiefs' entourage. Above all they should be men of character and able to control their charges. The case at present is, in far too many cases, that they give way to the boy instead of guiding him. They are often very much underpaid. Lastly, the guardian, if of the right sort, would be useful in the way of instructing the Kumar in religious matters, particularly in the especial observances of his family and other respects. This would in a great measure remove the objection of many Chiefs that the Colleges provide little or no religious instruction.

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#### Q.—VIEWS OF MAJOR F. G. BEVILLE, I.A., POLITICAL AGENT IN BUNDELKHAND.

I. *Promotion of Interest in the Welfare of the Colleges.*—The interest in the College amongst Chiefs and Sardars will grow of itself as soon as the younger generation, who have been brought up at the College, have sons to follow them at their old school. The best means to elicit interest and active support is to show good results.

It is desirable that certain selected Chiefs and parents be associated with the management of each College.



II. *Terms on which New Members shall be admitted to the General Council of each College.*—If the membership on the Committee of Management is restricted to a limited period, subject to re-election or re-nomination, fresh members could be nominated at the expiry of the period fixed for membership.

III. *General system in regard to Religious Instruction.*—This is a matter with which the European teaching staff should not interfere beyond seeing that the boys duly attend the class of instruction. It is essential that this class of instruction should be given, but the course may be left to the decision of the Board of Management, which will be composed of Chiefs from the districts the boys come from. Religious instruction should not, however, be permitted to in any way interfere with the discipline of the College.

IV. *Curriculum.*—It has been suggested by Political Officers in Central India that included in the Curriculum a knowledge of reading maps and simple surveying is desirable in the case of the older boys. It is not anticipated that many boys will be able to continue to study once they have left school, and that therefore necessary knowledge suitable for future land-holders and administrators should be given to the elder boys before leaving the College. The question of a thorough Vernacular education in both Hindi and Urdu is very essential, and the course should be such as will enable the boy to easily decipher native accounts and official documents and reports in the Vernacular of the district he comes from.

V. *Fees.*—As Bundelkhand and Baghelkand are looked to particularly for recruits for the College, consideration must be given to the general status and income of the Thakurs, etc., in these two Agencies.

With few exceptions, the majority of Thakurs of the richer class do not possess an income in excess of Rs. 4,000 to Rs. 5,000. The greater number do not possess incomes aggregating more than Rs. 2,000. The yearly cost of sending a boy to Ajmer now amounts to about Rs. 3,000 per annum, and it is obvious therefore that unless the wealthier Chiefs assist in paying the expenses of boys accompanying their sons to the College, the number of recruits to be looked for in Bundelkhand must be very small. Fees should therefore not be excessive, and might be fixed as follows:—

Rs. 25 for Estates with a revenue not exceeding one lakh, rising by Rs. 5 for each lakh up to 5 lakhs, with a maximum of Rs. 75 for States above 5 lakhs.

VI. *Age for Admission and Withdrawal.*—The age of a boy when entering should not be under 10, and the age for withdrawal 18, but the Principal, in communication with the Political Officers, should be empowered to advise the removal of a boy before attaining the age of 18 if, for any reason, intellectual or otherwise, it is considered desirable to do so.

VII. *Common Messing.*—The opinion of Chiefs is against this, and this is supported by Political Officers.

It may be possible in the course of time to gradually introduce this amongst special classes. The opinion of the Chiefs forming the Committee of Management will be a useful guide to decide when and for what classes to introduce this system.

VIII. *Accommodation in Boarding Houses.*—It seems very necessary that each Boarding House should be supervised by an English Master, resident in the house, who could have a Motamid to assist him as Assistant House-Master.

If additional accommodation is required it would seem more desirable to ask Government to provide and maintain the necessary buildings, suitable rent being charged for occupation.

IX. *Selection and Duties of Motamids.*—Motamids, it is considered, should be selected by the Principal in conjunction with the Board of Management, and a Motamid appointed to each Boarding House as Assistant House-Master would be of great assistance to the resident House Master.

Attention is, I think, necessary as regards boys when at home for the vacations, as happens in many cases, particularly with fatherless boys, they are liable to fall into bad habits, and it is very necessary that the instruction they have received when at school should not be nullified during the vacations, and if possible therefore the College Motamids should be available for the purpose of accompanying boys home during the vacations.

X. *Number and Description of Servants.*—In all cases attendants and servants brought into contact with the boys should be not less than 35 years of age.

For the present it is considered parents will object to their sons going to school unattended by at least one or two servants selected by them. The servants which a parent would probably desire to send with the boy would be a cook, a water-bearer, and personal attendant.

This establishment could, I think, be supplemented without objection by the entertainment of a general staff of College servants.

The House-Master or Principal should be at liberty to dismiss any servant who was obviously undesirable and to replace him.

It is most necessary that those responsible for the training of the boy whilst at school should have every facility for dispensing with the services of the "Golas" and other persons of low morals, who are so often selected to accompany boys to these Colleges.

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#### R—VIEWS OF MR. GODLEY (AITCHISON COLLEGE.)

*Age.*—It is difficult to ascertain this. The ages given in the admission register are the figures supplied by boys, guardians, or parents, or previous schools, and are quite unreliable. The figures I give in the list are only approximate: they are partly the boys' and partly my own estimate. They are not understated, as far as I can judge; the tendency is rather the other way. Wards of Court and boys who have any kind of patrimony to succeed to, have an interest in representing themselves as old as possible, while it is only the future candidates for employment under Government who understate their ages.

Taking these figures as fairly reliable, one notices first that 18 is virtually the limit of age: 3 boys are 19 and 3 are 20. One of the latter is the Raja of Mandi, whose age is considered by Government to be 20, but is said by the people of Mandi to be 22. Here is a case illustrative of the difficulty there would be in enforcing superannuation rules.

Next, the discrepancy of ages in the different classes is noticeable. Thus in the 3rd Middle the ages vary from 14 to 20; in the 2nd Middle from 12 to 20, and in the 1st Middle from 12 to 18. I have struck a *mean* figure for each class in the list.

Another remarkable point is the high average of age in the five senior classes—two-thirds of the total number of boys. Out of 43 boys in these classes 29, or two-thirds, are aged 17 or more. If boys began their education at 10, one would expect to find the age in these classes to be from 15 to 17, instead of 17 or over.

In the Primary Classes, which at present contain an unusually large number of junior boys, only 8 boys out of 24, *i.e.*, one-third, are aged 12 or under, and 10 boys are aged from 14 to 17.

Thus the School statistics show that the boys mostly begin their education late and end it comparatively early. Even if they were naturally intelligent and studious, and belonged to educated families, they could not reach a high standard of education in the time. Until the conditions change, it seems futile to expect the School to produce highly-educated students.

The reason is that nearly all these boys are the *first* generation in their families to receive school instruction. In the *second* generation a marked difference is visible. Thus the boy of 12 in 2nd Middle Class is the son of an old student who believes in education.

*Duration of a Boy's stay at School.*—The list also gives the years and months spent at the College. Here it will be noticed that boys are allowed to join at all ages, and at all stages of instruction. Even in the five senior classes the number of boys who have been in the School two years or less is 15 out of 43—one-third. Only 15 boys have been in the School for five years or more: of these 6 have spent 7 years or more in the School. Two boys, one in the senior and the other in the junior High Class have each been 10 years; both are of average intelligence, but very idle, and irregular in their attendance. On the whole it will be seen that only a few years are usually spent at the College. The boy who joins at 10 and leaves at 18 is a rarity.

The institution of an Entrance test, a limit of age, &c., I do not think practicable at present. The system must be a compromise. Personally I have always been opposed to the admission of new boys in the two High Classes, but this has been done freely, for financial reasons.

## APPENDIX III.

## PRESIDENT'S INTRODUCTORY REMARKS.

YOUR HIGHNESSES AND GENTLEMEN,—

Permit me to offer you one and all a very hearty welcome to Ajmer. Many of you have come from a great distance and at much personal expense and inconvenience to attend this Conference, in response to the invitation of H. E. the Viceroy. The fact of your presence demonstrates the interest you take in the subjects referred to us, which, you will agree with me, are worthy of the best efforts we can give to their consideration. I trust that the conclusions at which we may arrive will materially assist the Government of India in carrying out their projected reforms—reforms which are of such vital importance not only to the training institutions more immediately concerned, but to the whole of Hindustan.

The incidents which have led up to our meeting here are within the knowledge of all of you, and demand no more than a passing reference at present. You will remember that the necessity for revising the arrangements in connection with the Chiefs' and Nobles' Colleges, which had been pressed on the attention of Government from more than one quarter, led to the Conference of January 1902, at Calcutta, where, under the presidency of H. E. the Viceroy, several gentlemen at this table, including the Hon'ble the Agent Governor-General for Central India, His Highness the Maharao of Kotah, and the Principal and Vice-Principal of the Mayo College were present. In His Excellency's opening speech on the 27th January, and more particularly in the third paragraph, Lord Curzon explained the circumstances which had moved him in convening the Conference, the object of which was to strengthen and extend the good features of the College system, and to purge away its blemishes.

At that Conference the present position and the future of the Chiefs' Colleges in India were very thoroughly examined, proposals for the improvement of their administration were discussed, and references were subsequently made to elicit the views of the local authorities in connection with the scheme of reform projected. *Ad interim* orders were issued in regard to the Mayo College.

On receipt of the replies to the references which were circulated after the Conference had closed, the Government of India addressed the Secretary of State on the subject. In their despatch No. 96, dated 16th July 1903, they described some of the more important measures which they had decided were advisable in order to give due effect to the policy of reform which had been initiated. Several points of detail, as well as some of principle, were inevitably left for future settlement, and in the third paragraph of their despatch the Government referred to their intention of convening the present Conference as the best means of securing the requisite discussion. They wrote:—

"We contemplate arranging, if possible, for a meeting at Ajmer during the approaching cold weather, which would be attended by our Agents in Rajputana and Central India, by a number of representative Political Officers, and by as many Ruling Chiefs and other persons, whether official or non-official, as might respond to invitations to be present. Such a meeting would give opportunity for the discussion of details, and for obtaining the matured and collective suggestions of the Chiefs on many intricate and important points."

The principal points for discussion at the Conference, which meets for the first time to-day, are noticed briefly in the fifth paragraph of the same despatch. They are explained in more detail in the fourth paragraph of letter No. 306 I. A., dated 22nd January 1904, which was issued by Government on receipt of the Secretary of State's letter, dated 20th November 1903, intimating the cordial approval of His Majesty's Government of the policy enunciated. These papers have already been circulated to each member of the Conference.

In their letter of January just referred to, the matters which more particularly require the consideration of the Conference are recapitulated, with brief comments on each in turn. It was intimated at the same time that such other minor points as might arise after the issue of the letter should be discussed by the representatives.

Some of the points thus anticipated have been suggested by the Principal of the Mayo College, and have been circulated to members for preliminary consideration. Others have been verbally mentioned since the arrival of representatives at Ajmer, and they will no doubt be introduced by the members specially interested in them in the course of our discussions.

With regard to these discussions, probably the most convenient arrangement will be that each of the main subjects recapitulated by Government as noted above shall first be taken up in turn, and the views of the Conference recorded on them: then the supplementary questions raised by the Principal of the Mayo College, with such other minor points as may be suggested.

But before starting our proceedings with the first subject, namely, the promotion of interest in the welfare of the Colleges, by arranging to give Chiefs and parents of boys a more direct control in their administration, it will assist matters if we settle the method of our procedure, among other points the hours of meeting, the order of discussion, and the formation of Sub-Committees for the consideration of specially intricate subjects, such as Subject III (the general system in regard to religious instruction), Subject IV (the Curriculum), and Subject VIII (the question of accommodation.)

With regard to the hours of meeting, I have taken the views of several members, and conclude that from 10-30 or 11 A.M. to 2, and from 3-0 or 3-30 to 5 will suit the convenience of most gentlemen.

As to the plan of discussion, I propose to read the remarks of Government on each subject as it comes up for debate, and then to invite members to read the notes which they have recorded on that subject, and to amplify them, if they desire to do so, by a verbal expression of their opinions.

With respect to the Sub-Committees, I propose that we shall invite those of our number who are specially interested or qualified, to form Sub-Committees, and to consider the questions referred to them at such time daily, either before or after our general meeting as may be most convenient to them, eventually submitting their conclusions for the information and consideration of the Conference as a whole. It will probably be necessary for us to have at least one meeting at the Mayo College to inspect the premises, with a view to such alterations or extensions as may be found necessary.

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# CONFERENCE ON CHIEFS' COLLEGES.

## APPENDIX IV.

### *PROCEEDINGS OF THE FIRST DAY.*

11th March 1904.

The Conference met at the Residency, Ajmer, on 11th March, at 11 A.M.

The following members were present :—The Honorable Mr. A. H. T. Martindale, President, H. H. Maharaja Scindia, H. H. the Maharaja of Jaipur, the Honorable Major Hugh Daly, Mr. Waddington, H. H. the Maharaja of Bikaner, Mr. Orange, Major Pinhey, H. H. the Maharaja of Orcha, Major Beville, H. H. the Raja of Sailana, Mr. Bell, Mr. Mayne, Colonel Pears, the Honorable Colonel Hutchinson, H. H. the Nawab of Bhawalpur, H. H. the Maharao of Kutch Bhuj, Colonel Kennedy, Major Dunlop-Smith, H. H. the Maharao of Kotah, Mr. S. M. Fraser, H. H. the Thakor Sahib of Gondal, H. H. the Maharaja of Rewah, and Diwan Balmokand Das of Alwar.

The President opened the proceedings with a few introductory remarks, and suggested that certain subjects should be considered in the first instance by Sub-committees; for example, Religious Instruction and the Curriculum. Maharaja Scindia proposed that the committee on the former subject should consist only of Chiefs, and that no officers of Government be present, except perhaps Mr. Waddington.

Major Daly supported the suggestion that the Chiefs should sit alone.

All the Chiefs eventually expressed their willingness to sit on this Committee, and without the presence of any European Officer. It was settled that their first meeting should be held at the Mayo College on the 13th instant.

A Committee was then chosen to discuss the Curriculum. The following members agreed to attend: Mr. Orange, Mr. Bell, Colonel Hutchinson and the Principals of the Mayo and Rajkot Colleges, Mr. Fraser, Maharaja Scindia, the Maharaja of Bikaner, the Nawab of Bhawalpur, the Raja of Sailana, the Maharao of Kutch Bhuj, and the Thakor Sahib of Gondal. They arranged to hold their first meeting at the Mayo College at 4-30 the same afternoon. The question whether the Curriculum should follow the University Course or not was deferred until this Committee should present its report.

SUBJECT No. I.—*The promotion of interest in the welfare of the Colleges by arranging to give Chiefs and parents of boys a more direct voice in their administration.*

Mr. Martindale then laid the first question propounded by the Government of India before the Conference.

Maharaja Scindia read his views on the question (Appendix II A).

Colonel Pears read a paper expressing the views of the Maharaja of Jaipur (Appendix II B).

The Maharaja of Bikaner said that he would afterwards submit his views in writing, but in the meanwhile would suggest the formation of a Board of Control, consisting of an uneven number of members, either five or seven. If the number were five, there should be three Chiefs, one Principal, and one Political Officer. If it were fixed at seven, there should be four Chiefs, one Principal, and two Political Officers. The representatives of the Chiefs should be elected by the Chiefs; the officers should be nominated by the Government of India.

Mr. Waddington wished to know if this referred to a Committee of Management for the Mayo College alone.

Mr. Mayne quoted the despatch of the Government of India to the Secretary of State, to the effect that no radical change was contemplated in the administration of the Rajkot College.

The President suggested limiting the discussion for the present to the Mayo College.

The Maharao of Kutch Bhuj suggested that the Committee of Management be restricted to seven.

Mr. Bell said that the systems in force at Lahore and Rajkot worked very well. The Conference might inquire what these are, and then model the Committee of Management for the Mayo College on them.

Mr. Martindale then read a paper of suggestions made by Mr. Fraser (Appendix II O).

In continuation of his written remarks, Mr. Fraser added that in his opinion a large General Council, consisting of all the Ruling Chiefs in India, should be formed. All Chiefs should be made patrons of the College, whether they attended the meetings of the Council or not. As many as possible should be assembled at the College once a year, for choice on prize-giving days. Besides this, a Board of Visitors, identical with a Committee of Management, should be formed, consisting of twelve non-official members. The Commissioner of Ajmer might be appointed ex-officio Secretary to this Board. This Committee should visit the College at least once a term, and examine everything. Any important change would be referred to the General Council. The Board or Committee would have control over general questions of policy. Details of College management, such as the dismissal of Motamids, would remain in the hands of the Principal.



Mr. Mayne: At Rajkot there is a Board of Visitors numbering fifty, each holding office for five years. From this a Council is elected to manage the affairs of the College. The members hold office for two years and meet to discuss only important matters, the actual management of the College being in other hands.

Mr. Waddington: The Rajkot Council has very definite powers, for instance it has complete financial control of the Budget.

The Thakor Sahib of Gondal said he had been unable to discover the exact functions of the Rajkot Council.

Mr. Waddington: The original Council of the Mayo College has met twice. By the rules of the College a sub-committee should have been appointed, but this was never done. Mr. Fraser's suggestions bring in the second question propounded by the Government of India, with reference to admitting outsiders to control over the College. If Chiefs from other provinces wish to share the control of the College they should in the first instance make a substantial contribution to the Mayo College Endowment Fund.

The Maharaja of Orcha was in favour of Mr. Fraser's suggestions, but considered that the Council proposed should be elected by the Chiefs themselves, and that for this purpose the whole of India should be divided into sections, each section electing its own representatives.

Mr. Martindale asked Mr. Fraser if he would take the representatives of his large Council from all India, or allow only those places to have representatives which sent boys to the College.

Mr. Fraser: I would have no limit. For example, the Rajas of Mysore and Travancore should be members of the Council, whether their States send boys to the College or not. The Council should be as wide as possible, the more Chiefs appointed members the better. They become patrons of the College, and as such are certain to take an interest in its affairs. Both large and small Councils would have only advisory powers. They would pass resolutions, and their views would be forwarded to the Agent Governor-General, who, after consultation with the Principal, would adopt them whenever possible.

Mr. Martindale: Should representatives from other provinces have equal votes with those States which have subscribed largely to the endowment fund? If so, the votes of such subscribers might be overruled by outsiders.

Mr. Fraser: This would be a difficulty, which might be evaded by the Government of India nominating half the members of the Councils, and the Chiefs of India electing the other half.

Mr. Martindale then read the views of the Government of India on the subject.

Major Dunlop-Smith: Mr. Fraser's advisory bodies would, I presume, have control only over the Mayo College, as the Rajkot College is now administered by its own Council.

Colonel Kennedy : Every important matter at the College is referred to this Council.

Major Dunlop-Smith : If the management of the College is to be placed under the control of the small Council suggested, will the Government of India be held responsible for the working of the College, or will the responsibility lie with this small Council ?

Maharaja Scindia : I advocate a large General Council, which would elect from its members a working Committee of not less than seven. Both Council and Committee would be under the control of the Government of India, in precisely the same way as all the Chiefs of India are under its control. The Principal would be responsible for the actual working of the College. He would prepare the annual Budget and lay it before the Committee, who would record their opinions and sign the Budget, which would then be forwarded to the Agent Governor-General. The working Committee should not look upon their position as a sinecure, but should show an earnest and effective interest in College affairs.

Major Daly : The second question of the Government of India should perhaps be considered first. However many members there may be in the Council, there must be some restriction in favour of original contributors to the Mayo College Endowment Fund from Rajputana. I would suggest that the number of Chiefs who sit on the Council be unrestricted, but only those who have contributed a minimum of Rs. 10,000 to the College Endowment Fund be allowed to elect the members of the Committee of Management.

Colonel Kennedy : If all the Chiefs of India were members of the College Council, perhaps some of the Kathiawar and other Bombay Chiefs would prefer to send their sons to the Mayo College rather than to Rajkot.

Mr. Mayne : At present a difficulty is experienced in keeping up the numbers of boys in the Rajkot College. If the Chiefs of Bombay were members of the Mayo College Council, the effect on Rajkot would be distinctly bad. The Mayo College is now three times the size of the Rajkot College, and no real competition can be carried on between the Colleges, unless they approximate in the number of their boys. Each College should have its own recruiting sphere, and should not encroach upon the sphere of its neighbour. The sphere of the Rajkot College should be the Bombay Presidency.

Major Daly : The General Council should consist of a large number of Chiefs who would be nominated as members by His Excellency the Viceroy, on the recommendation of the Local Governments. As reciprocity is undoubtedly good for the Colleges, there can be no objection to a Chief of one province being on the Board of a College in another province. No Chief on the Council should have the power of voting at any general meeting or of electing a member of the Committee of Management, unless he has contributed Rs. 10,000 to the Endowment Fund, or has a ward or son studying at the Mayo College. The Committee of Management should meet once a year, under the presidency of the Agent

Governor-General. Though the Chiefs of Central India have not subscribed to the Mayo College, yet they have to the Daly College. They are suffering from the closure of the latter, and hence should receive some advantage when sending their boys to the Mayo College.

Major Beville: In the case of a Chief being a minor his State would lose its vote.

Major Daly: No representative of the minor could be sent, as the Council would be limited to ruling Chiefs.

Mr. Mayne: The case could be met by allowing an administrator having a son or ward at the College to exercise the power of voting at the Council.

Major Daly then read *in extenso* a draft resolution he had prepared anent the formation of a General Committee and a Council of Management for the Mayo College.

Mr. Martindale: Major Daly's views will be printed and circulated to all the members of the Conference. The question will afterwards be brought up again for further discussion and final decision. In the meanwhile no conclusion has yet been arrived at.

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The discussion on subjects III and IV, namely Religious Instruction and the Curriculum, which had been referred for preliminary consideration to Sub-committees, was postponed.

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#### SUBJECT V.—*The Question of Fees.*

Mr. Martindale then laid the fifth subject before the Conference, and explained the general views entertained by Government, that boys from Rajputana States which had for the most contributed to the Endowment Fund should not pay fees to the Mayo College, but that outsiders should pay fees ranging from Rs. 25 to Rs. 100 a month, according to rank and means. The Rajkot and Aitchison Colleges did not wish to alter their systems of levying fees, hence the discussion should be confined for the present to the system proposed for the Mayo College.

Mr. Waddington: This question will include the terms on which Chiefs from other provinces should be admitted to control over the Mayo College. At present every State in Rajputana subscribing to the College Endowment Fund is on the foundation, and can send boys to the College without paying fees. It is a question whether outsiders who have paid nothing should enjoy this privilege.

The Raja of Sailana: The Chiefs from Central India have suffered a loss owing to the reduction of the Daly College to which many of them subscribed in past times. I think that any Chief who has subscribed Rs. 4,000 to Rs. 5,000 to the Daly College, should have the right to send boys to the Mayo College without being called upon to pay any fees.

Major Daly : Boys attending the Daly College paid fees whether their States had subscribed to the College Endowment or not. If they attend the Mayo College, they should be required to pay the same fees as they paid at the Daly College.

Mr. Martindale read the views of the Maharao of Kutch, to the effect that all students, without exception, should pay fees, or be all exempt.

Colonel Hutchinson : At the Aitchison College all the boys pay fees whether their States have contributed or not.

Mr. Fraser : Do the Chiefs who have subscribed to the endowment object to pay fees for their boys ?

Major Dunlop-Smith read the views of the Maharao of Kotah, to the effect that Rajputana boys should not pay fees, but outsiders should pay from Rs. 25 to 100 a month.

Major Daly : Some Rajputana States have contributed very little to the College Endowment—Kishangarh only Rs. 8,000, Tonk Rs. 5,000 Banswara Rs. 4,000, Sirohi Rs. 3,000. The average for all the States would be about Rs. 20,000.

Mr. Martindale : Perhaps the limit of Rs. 20,000 would be better than Rs. 10,000 as a qualification for a voice in controlling the affairs of the College. The present privileges of the Chiefs of Rajputana with regard to the College have continued for many years and cannot easily be altered. It would seem reasonable that boys from other Provinces should pay fees whether they have subscribed to other Colleges or not.

Mr. Waddington : This is the system in Rajkot.

Colonel Hutchinson : Also at the Aitchison College.

Mr. Fraser : In the case of outsiders, Rs. 10,000 is not enough to exempt from the payment of fees. A subscription to this amount should only give the right of voting for the members of the Committee of Management.

Colonel Pears read the written views of the Maharaja of Jaipur, (App. II), to the effect that Rajputana boys should be exempt, and moderate fees be levied from outsiders.

The views of the Maharaja of Orcha and those of the Raja of Sailana were also read.

Mr. Waddington : A large influx of boys from outside would entail an increased staff and extra expenditure. If fees were not levied would this expenditure be met by the Government of India or the Chiefs of Rajputana ?

Colonel Kennedy : The Maharaja Scindia has subscribed largely to the Daly College, but this would not exempt him from paying the fees of a boy should he send him to the Rajkot College.

Major Daly : Rajputana should be exempt from paying fees. Outsiders sending boys to the Mayo College should be divided into two classes : (1) those who have not subscribed to any College should pay the full fee of Rs. 25 to Rs. 100; (2) those who have contributed to the Daly or some other College, should pay either Rs. 10,000 or 4 per cent. of their average revenue, calculated on a term of years.

Mr. Bell : At the Conference held at Calcutta on the subject of Chiefs' Colleges, the principle of sliding fees was condemned. H. E. the Viceroy was opposed to it, as by it the rich boy was made to pay for the poor. As a result of the decision arrived at by that Conference, sliding fees were abolished at the Aitchison College in favour of a fixed fee of Rs. 50 a month. Does this Conference recommend that the old system of sliding fees be reintroduced ?

The Maharao of Kutch : Supposing that I am a subscriber to the Rajkot College and send my boys to the Mayo College, shall I be exempt from paying fees for them ?

Mr. Martindale : The Daly College is a feeder to the Mayo College, and therefore its boys should receive some concession on coming to Ajmer. This does not apply to the Rajkot College. Some of the Rajputana Chiefs, besides being subscribers to the College, support local nobles' schools, which are feeders to the Mayo College. This College derives no benefit from the fact that certain Chiefs of Central India have subscribed to the Daly College.

Major Daly : Only a few Chiefs subscribed to the Daly College, but they will suffer loss on its reduction.

Mr. Orange : One Central India boy now reading at the Mayo College paid a fee of Rs. 150 a month when he was studying at the Daly College. If the scale of fees suggested (Rs. 25 to Rs. 100) is adopted for the Mayo College, this boy, far from being a loser, will be a considerable gainer.

Mr. Waddington : The minimum fee at the Daly College is Rs. 5 a month.

Major Daly : Many boys paid this minimum fee.

Major Beville : The scale of fees at the Daly College was rather too high, and told severely on the small States.

Maharaja Scindia : If a boy from Central India cannot pay a minimum fee of Rs. 25 a month to the Mayo College, he should be sent to the Daly College.

Mr. Martindale laid the proposition before the Conference that boys coming from the Daly College should pay the same fees at the Mayo College as they did at the Daly College unless it was below Rs. 25 a month, when they should remain at the Daly College ; and that boys from other provinces outside Rajputana should pay fees varying from Rs. 25 to Rs. 100 at the Mayo College, according to their income, irrespective of their having subscribed to any other College.

Copies of this proposal were afterwards circulated to the members for further consideration.

The Conference then adjourned.

# CONFERENCE ON CHIEFS' COLLEGES.

## PROCEEDINGS OF THE SECOND DAY.

12th March 1904.

The Conference met on the 12th inst. at 11 A.M., at the Residency. All the members were present with the exception of H. H. the Maharana of Udaipur and H.H. the Maharaja of Rewa, who was unwell.

### SUBJECT VI.—*The Age for Admission and Withdrawal.*

Mr. Martindale then placed question 6, regarding the age of admission and withdrawal, before the Conference, and read the remarks of the Government of India embodied in their despatch of July 1903 to the Secretary of State and that of January 1904 to the Governor-General's Agent. He then read the opinions of the following members :—

	Age of Admission.	Age of Withdrawal.
Maharaja Scindia desired	... 10 to 15	.. 18
„ Jaipur ...	... 10 to 12	... 18
„ Orcha ...	... 12	... 17
Maharao of Kutch ...	... 10	... 18
„ Kotah ...	... 11	... 19
Raja of Sailana ...	... 9 to 15	... 18 to 20
Thakur Sahib of Gondal	... 8	No limit—boy should leave on passing an Examination
Nawab of Bhawalpur ...	... 10	... 18
Dewan Balmokand Das	... 8 to 12	... 18 to 20
Maharaja of Bikaner ...	... 9 to 15	... No limit.
Colonel Pears ...	... 10	... 18
Major Beville ...	... 10	.. 18
Mr. Mayne ...	No limit	... 18 to 20
Colonel Hutchinson ...	... 8 to 18	... No limit.
Mr. Waddington ...	... 8 to 15	... No limit.

Mr. Orange and Colonel Kennedy said they would fix the ages respectively at 10 and 18.

Mr. Martindale read an extract from the last Mayo College Annual Report to the effect that there were then 17 boys at the College over 18 years of age. In the sixth class four boys were over 17. Three boys joined at the ages of 19 to 20, six others at the age of 15. None of these had had any previous education.

Mr. Orange : At some future time boys over a certain age should not be admitted, but that time has hardly arrived yet.

Major Daly : A boy over 14 should not be admitted without special reasons.

Mr. Waddington : We do not want old boys in the lower classes. Some sort of Entrance test for the College should be fixed for boys over a certain age.

**Raja of Sailana :** At the Daly College there is no limit of age for entry.

Mr. Martindale read some remarks by Mr. Godley, Principal of the Aitchison College, which were handed in by Mr. Bell (Appendix II R).

Colonel Kennedy read his views (Appendix II N).

**Mr. Fraser:** I would fix no limit for leaving. In the College there are really two classes of boys. (1) Ruling Chiefs—these should leave at 18; (2) younger sons and poorer boys, many of whom will wish to earn their future living. Both classes should study together till they have reached the age of 15 or 16. After this the course of study should bifurcate. The Ruling Chiefs should study those subjects they will find useful subsequently governing their States. A course of higher education should be provided for the other boys, and no age limit should be fixed for their leaving. The age of admission should be 8, but the Principal should have the power to reject any boy who, in his opinion, was unfit to enter the College. The Mayo College has now many boys, and it can afford to pick and choose. If a limit for leaving must be fixed, I would fix it at 20.

**Major Daly :** I doubt whether the existing staff of the College will be able to give this higher education. At the Calcutta Conference it was decided that if the boys desired a higher education they should, on leaving, join one of the ordinary Government Colleges.

**Mr. Fraser :** The Conference might express their desire to provide a higher education should funds be procurable.

**Mr. Bell :** I would fix the age of admission at 8 to 15 years except in special cases, say when a young boy is accompanied by his elder brother; then the limit might be put at 7. All boys should stay at least three years at the College. If they stay a less time they are liable to bring ill repute upon the College during their future careers. The usual age for withdrawal should be 18, but if a boy remains longer, the higher education imparted to him should not be that of an Arts College, but it should consist of a special course of instruction in Land Revenue and Records, Political Economy and kindred subjects. Specially studious boys should be encouraged to remain longer at the College. It was the work of the Conference to decide what education should be given. The question of the necessary staff could be dealt with afterwards.

**Mr. Mayne :** The age for leaving must depend upon the report of the Sub-Committee. For the Rajkot College there are no feeder schools, hence the age for admission must be a low one. The minimum age should be 7, the maximum 15. If above this age, the boy should pass an educational test to be fixed by the Principal.

**Colonel Hutchinson :** The education imparted at a College comprises a good deal more than the Curriculum. The boy learns self-reliance and self-respect and many other good qualities. Hence the younger he comes, the more time is there to train him in the way he should go.

Mr. Waddington : The present rule at the College fixes the age for admission at 8 to 15. There is no rule for withdrawal. Over 15, a boy wishing to join should either pass some educational test, or his case should be submitted to Government for consideration. Special arrangements should be made for the education of a boy over the age limit. There should be no limit of age for withdrawal. Instead of this, a standard of education should be fixed, which the boy is required to attain before leaving.

Mr. Martindale summed up the general opinion of the Conference, and asked for further opinions regarding the age for withdrawal.

Mr. Mayne: No boy should stay after 20.

Mr. Waddington : I would advise after 21.

Maharaja Scindia : If a ruling Chief remains at College till he is 20, how can he learn the work of his State if he gets full powers at 21 ? In this case he would probably not get them till he was 25. I agree with Mr. Fraser that there should be two courses of instruction, one for the Ruling Chiefs and one for the other boys.

Mr. Fraser : If the Chief left at 18, and was put on the *gadi* at 19, he would have time in which to learn State work.

Colonel Pears : Ruling Chiefs should leave at 18, and then study Survey and Land Settlement in their own States.

Major Daly : At the Calcutta Conference it was fixed that the Curriculum should be one of eight years only.

Maharao of Kotah : The limit of 8 years for admission is too low.

Mr. Martindale : 8 years would be the minimum. Government would not promise to give powers to Chiefs six months after leaving the College.

Colonel Pears : As regards the limit of age for entry, an exception ought to be made for a boy who has been adopted by a Ruling Chief or Thakur, and who is over age. Special arrangements would be required for his education.

Mr. Fraser : We cannot legislate for special cases.

Maharao of Kutch : If a father wanted to take his boy away at the age of 17, would he be allowed to do so?

Mr. Fraser: No boy should stay after 20.

Raja of Sailana: If he wishes to remain, he should be allowed.

Maharaja of Bikaner : I think not. You would then have senior boys living with young ones.

Major Beville : At the Calcutta Conference it was decided that after finishing his education at the College, the Chief should be taught the duties of his State. That he may have time to do this, the age when he will receive his powers must be considered, before we can fix a time for his leaving the College.

Major Dunlop-Smith : If the decision regarding the test which a boy over 15 must pass be left to the Principal, there will be a different Entrance test for each College.



Mr. Martindale then read the following proposal regarding age limits to the Conference :—

As regards the age of entry and withdrawal, the Conference is of opinion that the minimum age for a boy to enter a Chiefs' College should be 8; that he should not be allowed to enter after the age of 15, unless he can pass an educational test, the standard for which will be left to the discretion of the Principal. The age for leaving should ordinarily be fixed at 18 to 20, according to the capacity and attainments of the boy; in no case is it compulsory for a boy to remain at College till he has reached that age; all boys should leave at the age of 20. Only in special cases should a boy be allowed to remain at College till he is 21.

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#### SUBJECT VII.—*Common Messing.*

Mr. Martindale then placed the question of Common Messing before the Conference, and read the Government of India's remarks thereon, to the general effect that common messing is desirable and should be encouraged, but not unduly pushed. He also read the views of the following members (Appendix II) :—

The Maharaja of Jaipur, the Nawab of Bhawalpur, the Maharao of Kotah, the Maharaja Scindia, the Maharao of Kutch, the Maharaja of Orchha, the Raja of Sailana, Dewan Bulmokand Das, Mr. Mayne and Colonel Hutchinson.

Maharaja of Bikaner: If the common messing is among boys of the same caste it is desirable, but it should not be compulsory.

Maharao of Kutch expressed the same views.

Mr. Fraser: The option regarding common messing should lie with the parent and not with the boys, otherwise considerable suspicion will be aroused, especially in the Zenanas.

Colonel Hutchinson: At Lahore, Mohamedan boys join the common mess as a matter of course, unless they are Ruling Chiefs. No reference is first made to parents.

Mr. Fraser: My remarks apply to Hindus only, not Mahomedans.

Major Dunlop-Smith: Great difficulty has been sometimes experienced with Mahomedans in the Punjab on this very subject. In all cases, whether Hindu or Mohamedan, the permission of the parents should first be obtained.

Mr. Waddington: At the Mayo College, in the Tonk boarding house, the only three Mohamedan boys messed together. When a fourth came to the house, reference was made to his father, who objected to his son joining the common mess.

Mr. Fraser: The difference between Mohamedans is only one of poverty and riches, hence we should press all Mohamedans to join a common mess. But with Hindus it is a question of caste, and with them we should not interfere.

Maharaja of Bikaner : Common messing is a question of expense. Poor boys cannot afford to have meat and other luxuries every day like the rich, and therefore the latter do not care to mess with the former.

Mr. Fraser : In a school we should not encourage an expensive style of living. There should be good, plain food, the same for all ; and even the poorest boy, if he is at a Chiefs' College, should live like a gentleman.

Maharao of Kutch : We cannot lay down any hard and fast rules as to what a boy should eat. Rich boys will always want better food.

Maharaja Scindia : As regards our attitude towards common messing, we should make no distinction between Hindus and Mohamedans. The Maharaja of Bikaner, the Maharao of Kutch, and the Nawab of Bhawalpur agreed with Maharaja Scindia.

Mr. Martindale then put the following proposition before the Conference :—

As regards common messing the opinion of this Conference coincides with that of the Government of India, namely, that common messing is desirable, and should, wherever possible, be encouraged; but no pressure should be brought to bear upon parents or boys with a view to enforcing a system of common messing ; that no distinction should be made between Hindus and Mohamedans, for both of whom common messing is desirable and to be encouraged, but in all cases the option whether a boy should join a common mess or not should lie with the parents and not with the boy.

#### SUBJECT VIII.—*Accommodation in Boarding Houses.*

Mr. Martindale then put the question of boarding houses and additional accommodation before the Conference, and read the views of the Government of India upon the subject, also paragraph 10 of Mr. Waddington's letter of 31st August, 1903, to the Government of India. He added:—It has been proposed to buy the Jhallawar house for the use of the boys from Central India. The Chief of Jhallawar is willing to sell it, as it is unlikely that his State will in future be in a position to send many boys to the College. The original cost was about Rs. 50,000. It has been examined and valued at Rs. 38,000 by the Executive Engineer, Ajmer Division.

Mr. Waddington : It is a well-built house, and if some alterations were made it would be capable of accommodating 20 boys. There are now 13 boys from Central India at the Mayo College, and they are lodged in three separate boarding houses. The Ajmer boarding house could be enlarged so as to take all boys from Rajputana or other provinces whose States have not built boarding houses at the College.

Major Daly : This is scarcely a matter for this Conference to discuss. On the other hand the question will arise, should the Government or the States provide accommodation for boys from provinces outside Rajputana.

Mr. Martindale, in answer to a question from the Maharao of Kutch: The nine boarding houses at the Mayo College are at present grouped under English masters. An English master does not live in each house.

Maharaja Scindia: I have already inspected some of the boarding houses at the College. The bathrooms, furniture and latrines are not what they should be.

Mr. Waddington, in answer to a question from the Maharao of Kutch: The English masters have nothing to do with the cooking arrangements of the boys.

Maharaja Scindia: The English masters should not live in the boarding houses with the boys. Their houses should be built in the centre of the group of houses which they supervise.

Colonel Hutchinson: At Lahore there are three boarding houses. All the rooms are the same size. At the end of the block there are rooms (two rooms and one bath-room), for the house master, who is unmarried.

At the suggestion of Mr. Martindale it was decided to defer further discussion on this subject till the members had visited the Mayo College and inspected the arrangements in person.

At this point the Maharaja of Bikaner gave in a paper expressing his views, to the effect that boys, irrespective of the States where they come from, should, after a certain age, say 16, occupy houses separate from those occupied by the younger boys. This should be done not alone in the interests of morality, but with a view to giving greater freedom to the bigger boys, copying in this the example set by the Colleges at Oxford and Cambridge. Boys should not at present bring their wives, though perhaps in another ten years it might be found feasible to allow them to do so.

Mr. Mayne: At Rajkot we mix up the big and little boys as much as possible. As regards their lodging we make no attempt to separate them.

Mr Fraser: Nobody should be allowed to live at the College with his family.

The Maharao of Kotah concurred with Mr. Fraser.

Colonel Hutchinson: At Lahore the elder boys are put on one side and the younger on the other. We keep them all in the same building, but we separate them as far as possible.

The Raja of Sailana: The Maharaja of Bikaner's scheme is not practical. It would separate brothers and boys coming from the same State.

Maharaja Scindia: Boys over 17 years of age should be separated from younger boys in the interests of morality. We should classify according to age and not according to State.

Nawab of Bhawalpur: Would you separate brothers say of 16 and 19? *So 22*

Maharaja Scindia : We should make a general rule, and leave details about food, water, and servants to be decided afterwards.

The Raja of Sailana : I have four boys from my State at the Mayo College. I wish them to occupy one house and not be separated from each other.

The Maharaja of Bikaner : There are several houses at the College, Some could be kept for the older boys and some for the younger.

Mr. Fraser : This is a large question, and should first be examined by a small Committee of experts.

Mr. Martindale : So far as I am aware the Government of India has not particularly considered this question, but its wishes are that any relevant question raised by a member should be discussed by this Conference.

Major Daly : Our proposed Committee of Management should decide this question.

Mr. Martindale : The matter might be left for the preliminary consideration of a Committee of experts, composed, I would suggest, of Colonel Hutchinson and Messrs. Waddington and Mayne and the Maharaja of Bikaner. The matter is closely involved with the whole question of accommodation.

Maharaja Scindia and Messrs. Fraser and Waddington were of opinion that the question should be reserved for the Committee of Management, whereupon the Conference agreed to the following decision:—

“With regard to the proposal of the Maharaja of Bikaner that, with a view to giving greater freedom to the older boys—boys of 16 and over should live in a house or houses apart from the younger boys—this Conference is of opinion that this proposal be reserved for consideration by the Committee of Management, which it has been suggested shall be formed to assist in controlling the affairs of the College.”

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SUBJECT IX.—*The Selection and Duties of Motamids or House-masters.*

Mr. Martindale then placed this subject before the Conference, and commenced by reading the views of the Government of India and the Secretary of State.

Mr. Waddington : The Government of India uses the words Motamid and Musahib as interchangeable terms. At the Mayo College these terms refer to separate persons. The Motamid is a House-master. There is one in each house who looks after all the boys in it. A Musahib at Rajkot is a personal attendant, but the term is not used at the Mayo College. In the Mayo College this attendant is usually a Rajput.

Mr. Martindale read the views of Colonel Pears, Major Beville and the Maharao of Kotah ( Appendix II L. Q. E.).

Colonel Pears: Parents often like to send two or more personal attendants for their boys.

Colonel Pears : The House-master should help in teaching the boys and supervising their servants. He should also see that the boys perform their religious observances properly. The Chief has built the house and sends the boys, and will doubtless desire to appoint the House-master. This he should do in consultation with the Principal. But if the Chief does not appoint, he should not be required to pay, in which case the cost of having two Motamids in each house would fall very heavily on the College.

Colonel Hutchinson : At Lahore, Motamids are native guardians whom a few boys bring with them. Musahibs are deputy superintendents of the boarding houses, appointed by the Governor. At the Aitchison College there are four Musahibs.

Mr. Waddington : It is for the Conference to decide whether boys at the Mayo College should have native guardians, called generally Musahibs. As regards Motamids or House-masters they are absolutely necessary. I should like two in each house instead of one, as one man cannot look after the house both day and night, nor can the English master be expected to personally supervise each house at all times. The Motamids are appointed by the States, and paid by them and not by the College, at varying rates. We should give them better pay, and strive to obtain the services of the best men, as much depends on them. They should be selected by the States, in consultation with the Principal. They would have different duties to those of the teaching staff, but should be capable of being utilised as an addition to that staff if necessary. It would be well to abolish the term Motamid and use House-master in its place.

Colonel Pears : The Maharaja of Jaipur promises to send an educated man as Motamid to the Jaipur boarding house. If the Principal does not approve of him, he can send him back to Jaipur.

Maharaja Scindia read his views on the subject, and said that in his opinion Motamids should be kept quite apart from the College staff (Appendix II A).

Mr. Waddington : This indicates some confusion between the Motamid and the personal attendant.

Mr. Fraser : House-masters are a part of the College organization, and therefore should not be appointed by the State but by the Principal, and they should be paid for by the College.

Mr. Waddington : In practice there is no difficulty. If the States will send their best men, there are many advantages in their retaining the appointment in their own hands.

Mr. Fraser. — Mysore sends a good man in charge of the Yuvaraja.

Mr. Waddington : The State which has built the house and maintains it, naturally prefers to appoint its own House-masters.

Mr. Fraser : In the Udaipur house there are boys from Central India and from Mysore and only one from Udaipur. Why then should the Udaipur State have the right to appoint the House-master?

Mr. Waddington: The arrangements in the Udaipur house are only provisional.

The Maharana hopes to send more Udaipur boys in a short time.

Mr. Waddington: The Central India boys will soon have their own house, and in future all boys from each State will go to their own boarding house.

Mr. Fraser: The State should send a personal attendant with the boy to look after his religious and other customs, as the representative of the parents, but the House-master should be appointed by the Principal.

Maharaja of Bikaner: Each State would prefer to send its own man to control its own servants.

Mr. Martindale read the views of the Maharao of Kotah (Appendix II E).

The Maharao of Kotah: I would willingly remove a Motamid if the Principal objected to him. This has always been the custom.

The Maharajas of Jaipur and Bikaner expressed the same views.

Major Beville: Mr. Waddington suggests paying the Motamids Rs. 100 each. The present two Motamids for the Central India boys receive salaries between them amounting to Rs. 1,000 a month.

Colonel Hutchinson: At Lahore there are four House-masters. They are retired native officers, and receive Rs. 40 a month, which is paid by the College. They are appointed by the Governor and not by the States, as the boarding houses belong entirely to the College. I am satisfied with them and do not recommend any change. They are not educated men, but they are quite capable of performing their duties. They superintend the boarding houses, control the servants, visit the rooms, attend on parade, and generally look after the conduct of the boys, of whom each House-master has about 15 in his charge.

Mr. Mayne: At Rajkot there are two wings, with a wing master living in each. They are responsible for the boys when the latter are neither learning nor playing. Each has 25 in his charge. They are poorly educated. I would recommend that they be well-educated men, on the regular College staff and pensionable. Their salaries are now Rs. 50, augmented to Rs. 100 by various perquisites. They should receive at least Rs. 150, as their position is one of great responsibility. They should, if possible, be old boys of the College, when they would be well educated, in touch with the boys of the same class, and able to control them.

Mr. Orange: Proposals have been made and practically sanctioned by the Government of India to pay the Wing-masters at Rajkot Rs. 100 to Rs. 150 a month, and to put them on the permanent staff of the College. At Lahore the Musahibs get only Rs. 40 a month and are not a satisfactory class of men. Mr. Godley at the Calcutta Conference disapproved entirely of the existing Musahibs.

Mr. Bell: The Governors at the Aitchison College have been army men, who naturally wished to appoint soldiers to serve as Musahibs. I am not at all satisfied with these men. They are uneducated and cannot understand the character of the boys nor cope with educated students. They might remain as assistants. Two men are really required in each block. The head Musahib should be a well-paid and well-educated man, as suggested for Rajkot, selected and paid by the College.

Mr. Orange: No proposal has been made to increase the number of Musahibs at the Rajkot College.

Colonel Hutchinson: I would advise that an English master should live in each house, in which case the present Musahibs are sufficient. If no Englishmen are forthcoming, the present men might be improved on.

Mr. Bell: The Englishman must be in the College all day, and in the evening he cannot be always with the boys. A higher class of Musahib is absolutely essential.

The following resolution was then laid before the conference by Mr. Martindale:—

"With regard to House-masters or Motamids, this Conference is of opinion that there should be two Motamids in each boarding house, at the Mayo College, that they should not draw less than Rs. 100 a month; they should be men of good class and education, and able when required by the Principal to aid in teaching classes in the College; the States whom they represent should pay their salaries, but before appointing them, should consult with the Principal. The Committee of Management and the Principal should have the power of removing any Motamid."

Mr. Martindale then turned the discussion from the House-masters to the guardians or attendants, the subject of the men sent with the boy and paid for by the States or parents.

Mr. Waddington: These men might be called guardians or companions. They vary a good deal in character. The Principal cannot select them, but he can dismiss them should he disapprove of them. I do not desire any change in this system. Parents wish to send a responsible man with their boys, and the selection of such must remain with them. No interference is required.

Maharaja Scindia: If the man behaves ill, you may suspend him and ask the State to send another. He then read his views (Appendix II A)

Mr. Martindale read by request the views of the Maharajas of Jaipur and Orcha, the Maharao of Kutch, the Nawab of Bhawalpur, the Raja of Sailana, the Thakur Sahib of Gondal, Dewan Balmokand Das, and Mr. Mayne (Appendices II B. G. D. H. I. J. K. P.).

Mr. Waddington: Boys of the Mayo College who are not well off have only one servant. In that case there is no one to look after them except the House-master; hence it is more than ever necessary that the latter should be a thoroughly good man.

Major Daly : This question of boys' servants and guardians is one which might be referred to the Committee of Management.

Mr. Mayne : I should like to do away entirely with Musahibs or personal guardians, as the boys become unduly dependent on them. But if the Chiefs insist on sending them they should be men of high class, and not under 40 or 45 years of age.

Mr. Fraser : Native guardians are of great importance, and we cannot dispense with them. Therefore we should be careful to get the best men. When the boy is at College they represent the home influence, and when he is at home for his holidays they keep alive the influence of the College, which otherwise the boy would be liable to forget. They combine the duties of private tutor and guardian. They look after the religious rites and observances, and the family customs and traditions, and help the boy in his studies. This help is most necessary for younger boys. At present well-educated men of high class are difficult to find, but as time goes on the task will be easier, especially as the Chiefs' Colleges themselves should be capable of turning out the stamp of man required.

Major Dunlop-Smith : Poor persons cannot afford to send such men with their boys, but for Ruling Chiefs the best stamp of man for native guardian is required to see that his charge performs his religious duties, to teach him the history of his State, and to form a link between the boy and his State when he is at College, and between his College and his home during the holidays.

Dewan Balmokand Das : It is impossible to engage such men for ordinary Thakurs. At the Mayo College the House-masters are appointed by the State and are quite capable of looking after the boys' religion, family customs, &c.

Raja of Sailana : The boys' guardians must be appointed by their parents.

Maharao of Kutch : I agree with Mr. Fraser. We cannot do without Musahibs. Let us therefore improve them.

Mr. Bell : At the Aitchison College there are a few Musahibs, but I should like to dispense with them. A Ruling Chief may require them, but the ordinary boy does not require a dry nurse at the College. The present type of Musahib is bad. His influence during the vacation is of little value. The difficulty is to get superior men, for if it is a *sine qua non* that they should be connected with the boy's family, they cannot be found, and men of inferior class are of no use. It would be better to abolish them altogether.

Mr. Waddington : Parents should be impressed with the desirability of sending native guardians who are capable of looking after the boys during their holidays.



Mr. Martindale then laid the following resolution before the Conference:—"That with regard to native guardians of boys (Musahibs) this Conference is of opinion that the present system is a good one, whereby the parents send men whom they can trust, and the Principal can suspend or dismiss them if necessary; parents should be impressed with the advisability of sending native guardians who are capable of taking charge of the boys during their holidays; the matter should be referred to the Committee of Management."

The Conference then adjourned at 3 p.m.

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## CONFERENCE ON CHIEFS' COLLEGES.

### *PROCEEDINGS OF THE THIRD DAY.*

14th March, 1904.

As the morning sitting of the Sub-Committee on the Curriculum was prolonged until nearly noon, the Conference did not meet till 12 o'clock.

Mr. Martindale: Our thanks are due to the Sub-Committees on Religion and the Curriculum for the time and labour which they have devoted to their respective subjects. The Sub-Committee on Religion, composed entirely of Chiefs, sat yesterday for four hours under the presidency of the Maharana of Udaipur. I am informed that their deliberations have approached a definite conclusion, though they have not yet sent in their report. The Sub-Committee on the Curriculum sat all yesterday, and the greater part of this morning. They have finished and sent in their report. It has been sent to Press, and copies will probably be distributed to members in the course of the day.

SUBJECTS I AND II.—*The General Council and Committee of the Colleges.*

Mr. Martindale then placed these subjects again before the Conference for a final decision, and read the draft of the resolution which had been framed at the first day's meeting of the Conference.

The Thakur Sahib of Gondal: There should be no nomination, but the Chiefs should elect their own representatives. This is now done at Rajkot, both for the Council and the Committee of the College.

Major Daly: Before you can have election there must be some sort of body who will elect. It is suggested that the Viceroy should nominate the members of this body, who will then elect their representatives on the Committee.

Mr. Fraser: There is at present a Mayo College Council. This should not be abolished, but should remain as a nucleus of the new Council, to which members from other provinces would be nominated.

Mr. Martindale read Colonel Loch's (late Principal of the Mayo College) views, as set forth at the Calcutta Conference, and then said: The new Council will supersede the old one at the Mayo College. The Government of India has desired that our deliberations shall not be limited to the Mayo College, but should embrace all the Colleges. I am informed that Colonel Hutchinson and Mr. Mayne are satisfied generally with the arrangements of their own Colleges, and want no radical change either in their Council or Working Committee. Nevertheless it would seem desirable that the present Conference should express an opinion as to the best government for all the Colleges.

Mr. Mayne: At Rajkot there is a Board of Visitors, consisting of 30 members, of whom 25 are elected by the Chiefs and 15 are nominated by the Government of India; from this Board the Council is selected which governs the College.

The Thakor Sahib of Gondal : The members of the General Council should be elected by all the Chiefs in India and not nominated. I cannot define the term Chief as used in Rajputana, but in Kathiawar there are four recognised grades, all of whom should have the right of election.

Major Daly : The difficulty would be this : only the Rajputana Chiefs have as yet subscribed to the College, and therefore at first they alone would have the right to vote at elections.

The Maharaja of Bikaner : All the present members of the old Mayo College Council should remain on the new Council which it is proposed to form.

Maharaja Scindia : What control will the Working Committee have over the budget?

Mr. Martindale : The Principal would, in the first instance, send the Budget to the Working Committee for their consideration. It would then be forwarded to the Agent Governor-General, with whatever remarks the Committee were pleased to make.

Mr. Fraser : All present members of the Mayo College Council who built boarding houses or subscribed to the endowment, should remain as *ex-officio* members of the new Council. Members from other provinces should be nominated by the Viceroy.

Major Daly : The present Chiefs of Rajputana would have this right of sitting on the new Council, but it would not necessarily be enjoyed by their successors.

Mr. Fraser : Their right to sit on the Council will probably be found to be an hereditary right.

Major Daly : The present Ruling Chiefs of Rajputana should be a nucleus of the new Council.

Mr. Martindale : It would be the present Ruling Chiefs and their successors.

Mr. Orange : There is no necessity to dissolve the present Council. It might remain, but be added to by the nomination of new members.

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#### POLITICAL OFFICERS ON THE COUNCIL.

Mr. Waddington : The present Council of the Mayo College consists of all the Chiefs of Rajputana and the Political Officers accredited to their States. This Council cannot stand as it is, as the new scheme proposes that only four Political Officers shall be sent as members from Rajputana.

Mr. Orange : Some of the Political Officers should be excluded.

Major Daly : Six Political Officers are sufficient to represent the opinions of Rajputana and Central India.

Mr. Fraser : I doubt whether six officers are sufficient.

Colonel Pears : Three are enough for Rajputana, as it is a part of the duty of all Political Officers to take an interest in the Mayo College and its affairs, and to send boys there to be educated. If more representation were required, the Viceroy would probably nominate Political Officers from other provinces.

Major Dunlop-Smith read the observations of the Government of India on this subject, to the effect that the Conference should confine itself chiefly to a discussion of general principles, and said : The important point is, that there should be a preponderance of Chiefs on the Council. I agree with Mr. Orange. We should add to, and develop, the existing Council, but not form an entirely new one.

Major Daly read the draft resolution, with the alterations which had been since suggested.

Mr. Fraser : The Council should be large and representative. To secure official endorsement to the resolutions passed, and to ensure that the Political Officers take an interest in its deliberations, every Political Officer should be a member of the Council.

The Maharaja of Bikaner : The Chiefs should always be in the majority.

Colonel Kennedy : The Chiefs are in a majority in the Council at Rajkot.

Major Beville : All Political Officers should be members of the General Council.

Colonel Kennedy : The number of officers must be limited in order to secure a majority of the Chiefs.

Major Daly : A majority of Chiefs is absolutely essential.

Mr. Orange : In Rajputana there are 18 Chiefs in the Council and 8 Political Officers. The proportion in the Rajkot Council is very similar to this.

Mr. Martindale : The number of Chiefs on the Council will always be reduced by the fact that some Chiefs are minors. In all Rajputana there will, as a rule, be only 12 Chiefs capable of serving on the Council in person. The Political Officers, including Assistant Officers, in semi-independent charges, number twelve.

Mr. Fraser : No Assistant Political Officers should sit in the Council. Whoever is in the majority in the General Council, it is essential that the Working Committee should be composed entirely of Chiefs.

Dewan Balmokand Das : Nothing should be done to interfere with the rights of the existing members to sit in the Council.

Mr. Martindale then took the sense of the Conference on the question of admitting Political Officers to the Council. Eleven members wished to have a limited number of officers, say three or four from Rajputana and Central India. Eight members voted to make all Political Officers members of the Council. The resolution was re-drafted to express the views of the majority.

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### THE GENERAL COUNCIL.

The Maharao of Kutch: In my opinion it is most important that all Chiefs in India should be eligible as members of the Council of each College. The fact that a Chief has his State in the Bombay Presidency and is a member of the Rajkot Council, should not exclude him from being a member of the Mayo College or the Aitchison College Council. In the same way Rajputana and Punjab Chiefs should not only be eligible, but should be welcomed as members of the Rajkot Council.

Maharaja Scindia: I cordially agree with the Maharao of Kutch.

The Maharaja of Bikaner: Chiefs serving on the Rajkot Council might be elected as Honorary Members of the Mayo College Council.

The Nawab of Bhawalpur: I am not averse to including Chiefs from the Punjab and Bombay in the Mayo College Council, but I do not think they would take much interest in the Mayo College, and there would always be the danger, which, however, would occur only in rare cases, that their election to the Mayo College Council might tend to draw boys from the Rajkot and Aitchison Colleges to the Mayo College.

Mr. Mayne: I am strongly opposed to the suggestion of the Maharao of Kutch, as in my opinion there would be very considerable danger of my losing some of my best boys, who would prefer to go to the larger and more prosperous College.

The Maharaja of Jaipur: I would leave the matter entirely in the hands of His Excellency the Viceroy, to nominate any Chief from any province as a member of the Mayo College Council. I would certainly not exclude a Chief for the mere reason that he is a member of the Council of a neighbouring Chiefs' College.

Colonel Pears: All Chiefs who take an interest in the Mayo College, should be welcomed as members of the Council.

Mr. Orange: It would be a distinct advantage to give Chiefs from Bombay and the Punjab an insight into the working of the Mayo College.

The Maharao of Kutch: Chiefs who were on the Council of one College could give the benefit of their experience to another College if they were also members of its Council.

The Raja of Sailana: Chiefs on the Mayo College Council would not appreciate interference from Chiefs on the Councils of other Colleges.

The Maharaja of Bikaner : Not at all ; quite the contrary. They would welcome any interest in their College by Chiefs from other provinces.

Mr. Fraser : There will always be this danger, that if Rajkot Chiefs are on the Council of the Mayo College, they will send their sons to the more prosperous and fashionable College, in which case the Rajkot College might be reduced to quite a secondary status.

Mr. Martindale : At present a reference to Government of India is necessary before any boy can be admitted to the Mayo College.

Major Daly and Mr. Orange : The Government of India would certainly refuse their sanction to any such action.

Mr. Mayne : The Government cannot insist on a Chief sending his son to any particular College.

Mr. Bell : I agree with Mr. Fraser. The danger would be real, and would undo any good done by the rest of the resolution, which defines recruiting areas for each College. Chiefs in one province should be satisfied with their local College, and should not send their boys to a rival College in another province.

Major Dunkop-Smith : The danger with Rajput Chiefs of the Punjab would be especially great. They look upon Rajputana as their original home, and the Rajputs there as the head of their race. Their social ambition would lead them to neglect their own College.

Colonel Kennedy : I agree with Messrs. Bell and Fraser. The experience gained on the Mayo College Council would be of little use to the Rajkot Chiefs.

The Maharao of Kutch : If the Conference does not agree to my proposal, I should like to have my remarks recorded.

Mr. Waddington : Our great object should be to encourage local *esprit de corps*. The chief advantage of having the Chiefs of the different provinces on the Councils of each others' Colleges is to let them all know what is being done at the Colleges, but this will be achieved by the system of common examinations, and inter-college tournaments, which we hope this Conference will inaugurate in time, and also by the fact that there will be one Inspector for all.

Mr. Martindale put the Maharao of Kutch's proposal to the Conference and found that the consensus of opinion was against it.

Mr. Fraser : We should not forbid a Chief to send his son to a College in another province, but we should not encourage him to do so.

Maharaja Seindia : I thought we were here to frame rules for the three Colleges, and it is for this reason that I agree with the Maharao of Kutch's proposal.

Mr. Martindale : The Government of India does not press for the three Colleges being brought under precisely the same set of rules.

Major Daly : We are not at this moment legislating for Rajkot or Lahore, but only for the Mayo College. What we decide upon will be merely a guide for the other Colleges, which they can follow or not as they please.

The Maharao of Kutch : The Conference should consider all questions with reference to all the Chiefs' Colleges. I was under the impression this was the wish of the Government of India.

Mr. Martindale : We are at present discussing the best plan to be followed for the Mayo College only. It is optional with the other Colleges to follow our advice.

He then continued the reading of the draft, inviting opinions on each clause in turn.

Mr. Orange : There should be no distinction among the Chiefs on the Council. All should be full members having votes. There should be no money qualification. The Chiefs should regard it as an honour to be nominated by the Viceroy to the Council, and no price should be attached to this honour.

Major Daly : If there is no money qualification, a number of outside Chiefs might be nominated sufficiently large to swamp the votes of the local Chiefs.

Mr. Orange : Seventeen Chiefs in Rajputana founded the Mayo College and subscribed to the Endowment Fund. If the Central India Chiefs wish to have a voice in Mayo College affairs, they should do for the Mayo College what the Rajputana Chiefs have done. This is quite a different thing to a specific monetary qualification, to which I am averse.

Mr. Fraser : I wish to go further than Central India. I should welcome recruits from all India for the Mayo College. There is a Court of Wards' School now at Mysore, the boys of which I should like to see reading at Ajmer. The money qualification undoubtedly makes an invidious distinction among the Chiefs, to overcome which and at the same time to safeguard the rights of the Rajputana Chiefs, the following plan might be adopted : Only the names of those might be submitted for nomination to the Viceroy who were willing to qualify for membership by paying a certain sum.

Mr. Orange : Would you allow the Raja of Mysore to become a member of the Mayo College Council?

Mr. Fraser : Yes, certainly. And not only he, but the Maharaja of Travancore as well. The latter has great influence in Southern India, and if he were made a patron of the College, many of the smaller Chiefs would be inclined to send their sons to Ajmer.

Major Dunlop-Smith : I suggest that new admissions to the existing College Council be limited to those who have done for the Mayo College what the Rajput Chiefs have done for the Mayo.

Major Beville: The Working Committee will safeguard the interests of the Rajputana Chiefs, as half of that Committee, six out of twelve, will represent Rajputana.

Mr. Martindale: Banswara gave Rs. 3,000 to the Mayo College, and the Raja is a member of the Council. Should a Chief of Central India who gives so small a sum be entitled to a similar privilege?

Mr. Orange: The list of subscribers to the Mayo College Endowment shows that some Chiefs gave much and some little.

Mr. Martindale: And an outside Chief, wishing to join the Council, might not improbably be satisfied with subscribing the minimum.

Maharaja Scindia: I prefer to leave the resolution as it is.

Mr. Waddington: All the Chiefs on the General Council should have a vote, but there should be a qualification for those presented for nomination as members.

Colonel Hutchinson: With reference to the draft resolution, I beg to propose a small amendment. After the words, "Mayo or Daly College" in the 13th line, I would suggest the omission of the words "or has a son, or ward, being educated at the Mayo College, or was himself educated at the Mayo or Daly College."

I do not understand why a Chief who has himself reaped the benefits of a first-class education, or has a son or ward now reaping those benefits at no cost to himself, at an institution to which others have subscribed very largely, should thereby be qualified to vote on the management of the College. It seems to me that it is equitable that only those who have borne the expense should have a voice in the management. If any Chief who has not already paid anything towards the expenses, wishes to become eligible for the General Council, the former part of the resolution would render him eligible on payment of Rs. 10,000.

It is proposed now that a system of fees should be introduced at the Mayo College. This is as it should be, but even then I do not think that the fact of a Chief paying for the education of a son or ward should be a qualification for a vote on the General Council. In the education received he obtains the full value of his money. I would restrict the right to a vote on the Council to those who have paid down a capital sum of not less than Rs. 10,000 to that Institution.

At the Lahore College, every boy except those who are elected to Scholarships founded for the purpose, who receives education, pays the ordinary fee of Rs. 50 per mensem, irrespective of the fact that the parent or guardian may have paid handsomely to the foundation of the Institution. The fact that the parent or guardian is paying for the education of a boy gives him no right to a voice on the management.

Major Daly: I agree with Colonel Hutchinson. The fact that a boy has been educated at a College is not sufficient to give him a vote in the control of its affairs.



Maharaja Scindia : If a Chief can get a vote simply by paying Rs. 10,000 he will be content with the vote, and not care to send boys to the College. To qualify for nomination he should not only subscribe, but also send a son or ward to the College.

Mr. Fraser : This view is very sound. In former times it was more difficult to get boys than money. Now it is the other way.

The Maharao of Kutch : A Chief may be quite willing to subscribe and yet have no son or ward whom he could send to the College.

Mr. Waddington : Only Chiefs of position would be eligible for nomination, and they are certain to have a ward if not a son whom they could send to the College.

Major Beville : This rule would make the number of the Council too small. The subscription of Rs. 10,000 should be sufficient qualification.

The Raja of Sailana : I think the qualification should be "Rs. 10,000, or a son or ward at the College."

Mr. Fraser : If Maharaja Scindia's resolution be agreed to, no future pressure will be required from Political Agents to send boys. The Chiefs will gladly send boys if only to get their money's worth.

Mr. Waddington : Do not specify any exact sum, but simply say "pecuniary assistance."

Colonel Hutchinson and the Maharao of Kutch : A difficulty may be experienced in getting sufficient Chiefs for the General Council.

Mr. Martindale put the Maharaja Scindia's proposition to the Conference. Nine members were in favour of it : two agreed with it, but did not wish to specify the exact sum to be subscribed ; four preferred a money qualification alone ; three, either money or sending a boy to the College ; one wished to leave the clause unaltered. The discussion then turned on the time of year when the General Council should meet, with reference to the suggestion that the Prize-giving would be a suitable occasion.

Mr. Waddington : At the Mayo College, the prize-giving day has been fixed at various times of the year, but in future it will probably be always in August or September.

Maharaja Scindia : I would suggest fixing it in the first week of April, when the Government leave Calcutta for Simla, as then it might be possible for His Excellency the Viceroy to be present.

Mr. Martindale : It would also suit the Political Officers, as by that time they have finished their cold-weather tours.

Mr. Waddington : We could not have the prize-giving at the beginning of April without altering the present terms. It is desirable to have the prize-giving as soon after the examinations as possible. If the General Council could not meet in September or October, it would be as well to dissociate the prize-giving from the meeting of the Council.

Major Dunlop-Smith : It is better not to fix the exact date for the meeting of the Council. They should fix the date themselves from year to year. At the Aitchison College the patron fixes the date for the meeting of the Council.

Mr. Waddington : There is the same rule at Rajkot. If it is not convenient for the Council to meet, papers may be circulated to the members for an expression of their opinions.

Maharaja Scindia : If the members thought they could do their business by post, I do not think they would trouble to attend the Council. I suggest that the rules for the Aitchison College be adopted.

This was put to the Conference and agreed to—

“ There shall be at least one meeting of the Council every year on such day and at such place as the patrons may, from time to time, appoint.”

Mr. Martindale then took the views of the members with regard to the number on the quorum. It was agreed that “the quorum shall consist of 15 members, of whom not less than 8 shall be Ruling Chiefs.”

The Conference then adjourned.

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# CONFERENCE ON CHIEFS' COLLEGES.

## PROCEEDINGS OF THE FOURTH DAY.

15th March 1904.

### THE COLLEGE COMMITTEE.

Mr. Martindale read that part of the draft resolution on Subjects I and II, which had reference to the proposed Working Committee for the Mayo College. He said, it is proposed that the Committee shall consist of the Commissioner of Ajmer, who will represent Rajputana, and being resident in Ajmer can always render great assistance to the Committee; one Political Officer to represent Central India; and 10 Ruling Chiefs, being members of the General Council. Of this body 5 will form a quorum. The Agents Governor-General of Rajputana and Central India will each nominate two Ruling Chiefs as members. The remaining six Chiefs, of whom not less than four must be Chiefs of Rajputana, will be chosen by ballot by the Chiefs of the General Council. The Committee must be small to facilitate business, but it must be representative of all interests. Some of the Ruling Chiefs present expressed a wish that the Committee should contain one or two Political Officers, hence we have included two in the draft. The Commissioner of Ajmer will be the working member to carry on all the business part, and will very probably require the services of a clerk to help him. The quorum will always contain a majority of Ruling Chiefs, if the arrangement suggested is adopted.

Maharaja Scindia: I agree to the whole resolution.

Colonel Hutchinson: The Principal of the College should be Secretary to the Committee or else a member. This would ensure his being associated with the resolutions of the quorum.

Mr. Martindale: He was deliberately excluded in the draft in order that his presence might not bias the Committee in any way.

Mr. Waddington: The Committee could always invite the Principal to attend a meeting and express his views. There is no advantage to be gained by making the Principal an *ex-officio* member, and on the other hand, the Committee might sometimes prefer to carry on their deliberations without him.

The Maharaja of Bikaner agreed to the draft resolution.

Maharaja Scindia: The Principal should be a member.

The Maharaja of Bikaner: Let us first see what are the functions of the Committee before deciding whether the Principal should be a member or not.

At the President's request, Major Daly read the rest of the resolution.

Mr. Orange: I agree with the resolution. As regards the Principal being a member of the Committee, the practice in England is different in different schools. In some the Head-Master is a member of the governing body, and in some he is not. I personally think the Principal

should not be present, so as to avoid all possibility of an awkward situation. For instance it is just possible the Committee might wish to discuss the Principal himself. On most occasions the Committee would invite the Principal to be present.

Colonel Hutchinson : At Lahore the Governor is not on the Committee, but he attends all its meetings, though he has no vote.

Mr. Bell : The Native Staff will be under the Committee. Does this mean that the latter will select the former ? At Rajkot the Native Staff is selected by the Principal. At Lahore it is appointed by the Committee. Is the European Staff entirely outside the jurisdiction of the Committee ? Could they discuss a proposal of the Principal to strengthen his European Staff ? If the Principal reports against one of his European Staff and wants him transferred, could he bring the matter to the notice of the Committee ? I would leave out the word "Native," and simply say "Staff." Let the Committee control the whole Staff, subject to the proviso that the Agent Governor-General could refer any important decision of the Committee to the General Council. I would prefer, however, to omit all details of management, and use a general term say "General Management of the College." Punishments, again, are only one branch of the far wider subject of discipline.

Mr. Martindale suggested inserting "all matters affecting the administration of the College."

Mr. Bell : At Lahore all matters of routine, control of the students in and out of College, control of servants, and generally all matters affecting the administration of the College, are in the hands of the Committee. I would also omit all reference to the duties of the Inspector of Schools. He inspects and reports, but has no actual control.

Mr. Waddington : Class routine has been placed in the hands of the Committee, and tuition under the Principal. The former is a branch of the latter.

Mr. Bell : I agree with Mr. Orange. It would be very awkward if the Principal were present, and the Committee asked him to withdraw whenever they wished to discuss him.

Mr. Mayne : The Principal should be an *ex-officio* member (without a vote) of either the Council or the Committee. He is a member at Rajkot, and in addition he is Secretary. Should it be necessary to ask him to withdraw, no unpleasantness need occur.

Colonel Hutchinson : At Lahore the Principal is always present at both Council and Committee, but he is not a member.

The Thakur Suhib of Gondal and Mr. Fraser agreed with Messrs. Bell and Orange.

Mr. Fraser : The Principal should be on the General Council, but not on the Committee.

Mr. Martindale : As the proposal now stands, the Principal will be *ex-officio* Secretary of the General Council.

Major Dunlop-Smith : The Committee would undoubtedly be freer if the Principal were not a member.

Mr. Martindale (after putting the question to the vote) : The Conference is in favour of the draft as it stands. The Principal will not be a member of the Committee. He can always be invited by the Committee to furnish explanations or suggestions; and on most occasions he will actually be present at the deliberations.

#### DEFINITION OF THE POWERS OF THE PRINCIPAL AND THE COMMITTEE.

Maharaja Scindia : I agree with the draft, but I think we ought to give certain fixed powers to the Principal. All officers must desire to have their powers clearly defined.

Mr. Fraser : It is most difficult to define exact powers. To do this much study of detail is required. Until this is done, the present Conference is not competent to discuss the question of definition. I would suggest that Mr. Waddington and two Chiefs form a Sub-Committee to investigate the matter and lay certain definite proposals before the Conference.

Maharaja Scindia : It is a good thing to define an officer's powers exactly, so that he may know how far he can act on his own responsibility—the time-table for example. Is this to be left to the Principal or to the Committee? All kinds of things may crop up during the year. Should the Principal adjudicate on them at once or leave them to be settled by the Committee? For example, the guardian of a boy may prove unsatisfactory. Should the Principal have the power of suspending him?

Mr. Waddington : It is difficult and therefore inadvisable to define powers exactly. The Committee should supervise the whole College. If satisfied they would not interfere, but if not, they would of course make their power felt. But we cannot limit the power of the Committee in any way. I would even put the question of tuition under their jurisdiction.

Colonel Pears : I would suggest the following rule : If the Committee is unanimous on any point, they should issue immediate orders to the Principal (subject of course to the sanction of the Agent Governor-General), without waiting for reference to the General Council.

The Maharaja of Bikaner : I would put no limit whatever, but have a general rule—as at Rajkot, containing a single clause, with no mention of details, to the effect that the Committee have power to deal with the general administration of the College. Their decisions would be liable to revision by the Agent Governor-General or the Government of India, but by no one else; but there should be no other limit to their powers.

Mr. Bell : It is necessary to indicate the powers of the Council, but not of the Committee. All vital questions should go before the former body for settlement, as at Lahore any matter referring to the Constitution of the Aitchison College must be decided by the Council. All other matters should be left to the Committee as the executive body.

Colonel Pears : By my proposal we are saved the necessity of giving any exact definition of the powers of the Committee. Moreover, as immediate action would follow a unanimous vote, much time would be saved which would otherwise be lost by the usual reference to the Agent Governor-General.

Mr. Orange : I do not agree with Colonel Pears. By his proposal the proceedings of the Committee would be null and void, unless they were unanimous. I gather from the remarks made by the Maharaja Seindia, that His Highness does not desire that some of the decisions of the Committee should be carried out and some referred.

Maharaja Seindia : Must the Committee wait for their decisions to be confirmed by the Agent Governor-General before proceeding to action?

Mr. Waddington : The Principal now passes many orders without referring to the Agent Governor-General, and in the same way, I presume, many of the Committee's orders would be immediately carried out, without reference to head-quarters.

Maharaja Seindia : I think the procedure at the Rajkot College is an excellent one, but I would define the powers of the Principal and the Committee still more exactly.

Mr. Martindale : As far as I know, exact definition of these powers has not been made in any College in India, owing to the great difficulty of doing so satisfactorily.

The Maharaja of Bikaner : What are the exact powers of the Rajkot Council and Committee ?

Mr. Martindale read the rules referring to these powers in force at the Rajkot College, and then said : The origin and constitution of the Rajkot and Mayo Colleges are quite different. Neither is it the idea of the Government of India that both Colleges should necessarily be governed by the same rules.

Mr. Orange : In order to decide the question whether exact definition of the powers of the Principal and the Committee is in the first case feasible and in the second advisable, I would suggest that the matter be referred to a Sub-Committee, consisting of the Maharajas of Gwalior and Bikaner, the Maharao of Kotah, Mr. Waddington and Major Daly.

Mr. Fraser : I quite agree that the matter should first be discussed by a Sub-Committee, and, in addition to the gentlemen mentioned by Mr. Orange, I would suggest that the Maharao of Kutch be asked to join.

Mr. Martindale put Mr. Orange's proposal before the Conference, who agreed to it *nem con*. The Committee as proposed was formed, and arranged to meet at 4 P.M. the same day.

Mr. Martindale then continued the reading of the draft resolution.

Maharaja Seindia : If there was no business to be done, the Secretary should notify the Committee, to save them the trouble of coming to Ajmer.

Mr. Waddington: There would always be the very necessary business of College inspection.

At Mr. Orange's suggestion it was decided to refer the whole of the second part of the resolution to the Sub-Committee formed to discuss the powers of the Committee.

Mr. Martindale enquired whether any members of the Conference considered that any changes are needed in the Constitution of the Councils and Committees of the Rajkot and Aitchison Colleges.

Colonel Hutchinson : At the Aitchison College, 10 Ruling Chiefs are on the Council as visitors. They never attend the meetings, but instead send Motamids to represent them. I should like to see several of these Ruling Chiefs on the Managing Committee, and personally taking a part in its deliberations.

Mr. Mayne : I also should like to see some changes made in our Constitution at Rajkot, and would suggest a Sub-Committee of experts being formed to discuss the matter and lay definite proposals before the Conference.

This suggestion was adopted, and the following Sub-Committees were formed to discuss what changes, if any, should be made in the Constitution of the Rajkot and Aitchison Colleges. For the Rajkot College: the Thakur Sahib of Gondal, the Maharao of Kutch, Colonel Kennedy and Mr. Mayne. For the Aitchison College: the Nawab of Bhawalpur, Colonel Hutchinson, Major Dunlop-Smith, and Mr. Bell.

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#### RELIGIOUS INSTRUCTION.

Mr. Martindale then reverted to the question of Religious Instruction, and read out the draft Resolutions framed by the Sub-Committee of Ruling Chiefs who had met for its preliminary consideration. He asked the Maharao of Kotah if he would kindly send the notes taken made by His Highness' Private Secretary, Munshi Shiva Pratap, who, he understood, had attended as reporter to the Sub-Committee. It would be interesting to incorporate them with the report on the Conference to be forwarded to the Government of India.

Maharaja Scindia : I should like to have an opportunity of revising the notes before they are sent in.

The Maharao of Kutch : The Committee sat for over four hours. Munshi Shiva Pratap's notes are fragmentary and incomplete, and if sent in without proper editing, they might be misleading when read by anyone who was not present at our deliberations.

Maharaja Scindia : In the early morning the boys should bathe and perform their religious duties before leaving their houses for physical exercise.

Mr. Waddington : According to the present routine at the Mayo College, the boys rise at 6-15 A.M. From 7 to 7-30 they have drill, gymnastics and riding. They then go home, bathe and change their clothes. From 8 to 9 they prepare their lessons, and at 9 take their breakfast.

The Maharao of Kutch : In the cold weather the boys should bathe at 10 or 11.

The Maharaja of Bikaner : The boys go to College from 10 to 1 throughout the year.

Mr. Martindale : It lies with the respective Principals to show how the recommendations of the resolution can be best adapted to College routine.

Mr. Fraser : An hour every morning for religious devotions seems to be more than necessary. Do the boys give so much time to their daily prayers when they are at home with their parents ? Most of the religious duties can be performed only by those boys who have been invested with the sacred thread, of whom, I understand, there are very few at the College. For this small minority I would limit the time for religious exercises to half an hour a day, but for the great majority a quarter of an hour is sufficient. Of course this applies only to Hindu boys.

Maharaja Scindia : The hour proposed would include religious instruction as well as the ordinary daily prayers.

The Maharao of Kotah : The whole hour is absolutely essential. The religious books which the boys must read are very difficult, and they can learn only four or five lines a day. As it is, many boys get up at 5 in the morning, and if this were made compulsory, there would be sufficient time for religious purposes before they went out to their riding and drill at 7.

The Maharaja of Bikaner : If all the little boys were made to get up at 5 every morning, they would, sooner or later, knock up.

Maharaja Scindia : We did not lose sight of the demands of the Curriculum, and some of us were of opinion that we should wait for the report of the Sub-committee on the Curriculum before we presented our resolution on the religious needs of the College. We have given what we consider to be the necessary points, but we do not insist upon an exact hour being set aside for this purpose.



Mr. Bell : We should accept the general principle of giving a certain amount of time to religion. As regards the time-table and the question of fitting in the hour for religion with the Curriculum, these are details which should be left to the Committee of Management.

Major Daly : This matter of religion is most important. The Sub-Committee of Ruling Chiefs have carefully considered it, and presented us with their report, recommending one hour every morning for religious exercises. This Conference should be very grateful to them for coming to a decision, and we should accept the decision without demur. I deprecate all further discussion. If the proposal interferes with the time-table, the latter must be revised. At the most only half an hour will be taken from the regular hours of study. This will be amply compensated for by the increased popularity with the Chiefs and people which the College will enjoy.

Mr. Waddington : The proposal could more easily be adapted to the time-table if the hour for religion could be divided into half an hour in the morning and another in the evening.

Colonel Pears : The Maharaja of Jaipur suggests that the Committee of four Pandits and four Maulvis, who are to advise regarding the books to be adopted for imparting religious instruction, should consult with the Principal and the Committee of Management regarding the details of the Sub-Committee's proposal and the best manner of adapting the time-table to the time allotted for religious duties.

Mr. Martindale laid this suggestion before the Conference, who adopted it unanimously.

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#### SUBJECT IV.—*Curriculum.*

Mr. Martindale then invited the attention of the Conference once more to the question of the Curriculum, and said : We are indebted to the Sub-Committee for their very able report. As copies have been circulated to all the members, with the permission of the Conference I will consider it read. He called on Mr. W. H. Orange, as President of the Sub-Committee, to favour the Conference with any explanatory remarks he might wish to make.

Mr. Orange : On behalf of the Sub-Committee I will describe the general contents of the report which they have presented. At the outset we were met by the difficulty that there is a different Curriculum in each of the Colleges. At the Aitchison College the boys read up to the Entrance Examination of the Punjab University. The Mayo and Rajkot Colleges have independent courses of their own. The Entrance Course of the various Universities was not designed to meet the wants of the Ruling Chiefs of India, or the minor Chiefs dependent upon them. As H. E the Viceroy has said, "The Chiefs' Colleges were not constituted to prepare for examinations, but to prepare for life." The duty, therefore, devolved upon the Sub-Committee of preparing a new Curriculum dissociated in many important points from the University Course. After the Calcutta

Conference, a Sub-Committee was appointed to undertake the same task, and the proposals which they put forward were circulated to the various Chiefs and Local Governments for favour of discussion and recommendation. Many different opinions were elicited. Some wished the retention of Sanskrit, chiefly for religious reasons ; others wished to include Drawing and Science. A few desired that the example of the Aitchison College should be followed, and the boys at all Chiefs' Colleges be prepared to pass the Entrance Examinations of the Universities. The question arose, are we to prepare the boys for the Entrance Examination, or for the duties of their after-lives. We decided that the latter alternative was by far the more important. At the Chiefs' Colleges there are really two classes of boys—*first*, Ruling Chiefs, who will leave at age of 18 in order to be instructed in the proper management of their States. These should have a thorough acquaintance with English and the Vernacular and subjects like Law and Land Revenue, which would be useful to them in after-life as rulers of their States. *Second*, minor Chiefs of various degrees of rank and wealth, some of whom may even be called upon to earn their bread when they have left the College, and who would find a University degree of great value. To accommodate both classes we have devised a Curriculum which shall provide the same course of study for both till they have reached the age of 15. After this age there will be a bifurcation of study, and for three years the Ruling Chiefs will drop Euclid and Algebra, and in their place study Law, Political Economy and Land Revenue. The other boys will learn Mathematics and other branches of study according to the usual standard of Indian schools, with the object of graduating at one of the Universities.

The Committee have also included Drawing and Science in their Curriculum. Drawing is taught with a large measure of success at the Rajkot and Aitchison Colleges, and till lately it was taught at the Mayo College. It is an exceedingly useful accomplishment, and specially valuable for Chiefs. Science is also most useful as well as popular. Mr. Fraser, who conducted so successfully the education of the Maharaja of Mysore, put his pupil through a large and varied course of Science with most gratifying results.

As regards Sanskrit, the Sub-Committee were not unanimous. The Curriculum was full, and the Principals of the Mayo and Rajkot Colleges declared that a time-table could not be arranged to allow of a boy taking up both Science and a Classical Language. The Sub-Committee have therefore made these two subjects optional. A boy can take up one or the other, but not both.

The Maharaja of Bikaner and Mr. Fraser were of opinion that this option should not be given, but that Science be made compulsory. At any time out of College hours, boys can be taught sufficient Sanskrit to understand the meaning of their prayers. In the case of the Chiefs who are minors, any option allowed should be with the Government of India, who would invariably exercise it in favour of Science.

All the Colleges will read the same course of study, which will end with a common examination directed by the Inspector of Chiefs' Colleges,



The boys learn these notes by heart and imagine that they have mastered the English language. Or sometimes no text-book is fixed. In that case Grammar is made the strong point. The boys commit to memory all the rules and idioms, and pose as finished scholars of English.

We have suggested many good books which have been read in these and other Colleges with success, but we have not bound the Principals to choose any particular book or books. They will make their own selection for general reading, and for critical study one book, not necessarily the same in each College, will be taken. The Inspector will examine each College on the scheme laid down by its Principal.

Two points remain. Colonel Hutchinson is of opinion that Veterinary Science, especially with regard to the care of horses, should be made a part of the Course. In spite of the great value of this branch of learning, the Sub-committee regret they cannot include it in their Curriculum, which is already sufficiently extensive.

The second point is a small one. The Maharao of Kutch proposes to omit the words "before being entrusted with his full powers" in paragraph 9 of the draft report, on the ground that it is not in our province to specify what a boy shall do after leaving the College. Others were of opinion that in all cases a Chief should receive a certain amount of instruction before getting full powers. Our votes were equally divided, 6 for and 6 against, and we think, therefore, it is a matter for the Conference to settle.

Mr. Martindale thanked Mr. Orange for his lucid exposition of the draft, and asked if it was desired that the two points mentioned should receive further consideration from the Sub-Committee.

Mr. Orange: We would prefer that the Conference should settle them.

The Maharaja of Jaipur, Major Daly, and Mr. Fraser accepted the views of the Sub-committee as set forth in the draft.

Mr. Fraser: As regards Veterinary Science, it might be included in the Course of Lectures on general subjects which it is proposed shall be given to the boys.

Mr. Mayne: The new Curriculum is very extensive, and cannot be added to.

Mr. Martindale took the general opinion of the Conference, which was that Veterinary Science was an important subject, but that no room could be found for it in the new Curriculum.

Major Beville: In Central India, Hindi is the Vernacular, and Urdu the Court language. Hence it would be a difficult matter for a boy to choose which of these he should study. Would the choice rest with him or his parents, or with the College?

Mr. Orange: The Curriculum cannot provide two vernaculars.

The Raja of Sailana: The choice should lie with his parents or guardians.

The Maharaja of Bikaner agreed with this. As regards the second point mentioned by Mr. Orange, Mr. Martindale, Major Daly, Major Beville, Major Dunlop-Smith, Colonel Kennedy and the Maharao of Kotah were of opinion that the words in question should be omitted, and the matter be left to the decision of the Government of India.

Mr. Orange: I should like to ask the dissenting members whether they wish their opinion to be recorded.

The Maharao of Kutch: There is another reason, not yet mentioned, for omission. It would be an additional incentive to a Chief to work hard if he thought that thereby he would get his powers earlier.

Mr. Fraser: We might ask the six members of the Sub-Committee who voted for retaining the words to explain their views. The object of our Curriculum is to turn out boys capable of being made into able administrators. They cannot be taught in the College how to govern their States. Our Course is not complete, but it requires to be supplemented by practical training in the boy's own State. For this reason we omitted the study of village accounts from our Curriculum, because these can be far better taught at the boy's home.

Mr. Martindale: The Government of India have not contemplated that a boy would be capable of taking up the work of administration and be invested with ruling powers immediately on leaving College.

The Nawab of Bhawalpur: A Chief should be thoroughly trained in State management before receiving his powers.

The question was put to the vote, and the Conference agreed that the words should be omitted.

Mr. Waddington: "Instruction" is perhaps a better word than "study" in para. 9, in reference to the work of governing a State.

Mr. Martindale: The word generally used by the Government of India in this connection is "training."

The word "training" was inserted instead of "study."

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#### SUBJECT V.—*The Question of Fees.*

Mr. Martindale then went on to the question of fees and read a draft of the resolution which had been prepared on the lines of the previous discussion.

Mr. Fraser: As regards the payment of fees, I think that Central India should be put on the same footing as Rajputana; otherwise much ill-feeling may be caused.

Mr. Martindale proposed that further discussion on this point should be deferred till the next meeting, as it would probably take much time.

SUBJECT VI.—*The Age for Admission and Withdrawal.*

The President next read the draft resolution on this point.

The Maharao of Kutch : If a boy of 18 has not reached the requisite standard, and his parents wish to withdraw him, may they do so ?

The Maharaja of Bikaner : The wording certainly sounds 'as if the parents could not withdraw the boy until he had passed the prescribed test.

Mr. Martindale omitted the words objected to, and then put the proposal to the vote. It was carried unanimously.

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SUBJECT VII.—*Common Messing.*

Mr. Martindale then read the draft proposal on common messing.

Colonel Hutchinson : It reads as if we recommended that Hindus and Mohamedans should eat together.

Maharaja Scindia : We should leave out all that part of the draft which relates to making no distinction between Hindus and Mohamedans.

The words were cut out, and the resolution was then passed unanimously.

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SUBJECT VIII.—*Accommodation in Boarding Houses.*

Mr. Martindale : As regards the extra boarding and other accommodation required, we decided to postpone discussion until the members of the Conference had visited the College and grounds. We did so yesterday afternoon, but still we are not in a position to say how much more room is wanted.

Mr. Bell : I can see no object in having a discussion at all on this subject. Members who have come from the Punjab and Bombay cannot be expected to know anything about the special requirements of the Mayo College, with regard to, say, the number of extra rooms required in the Jhallawar house. We have provided for a Committee of Management. They will be in a far better position than we can hope to be for judging what houses should be built or enlarged, and I suggest that this question be left for their decision.

Mr. Bell's suggestion was put to the Conference and passed unanimously.

The Maharaja of Bikaner's proposal to separate the elder boys from the younger was also left for decision to the future Committee of Management.

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SUBJECT IX.—*The Selection and Duties of House-Masters (Motamids).*

Mr. Martindale then read the draft resolution on the subject of Motamids.

Maharaja Scindia : At present at the Mayo College a boy from any State must be lodged in the boarding house belonging to that particular State. This restriction should be broken down, and the boy put into any house into which the Principal may desire to put him.

Mr. Martindale : Chiefs would not always approve of the Principal putting a boy into the boarding houses which they have built, and which they maintain, without first asking their consent. They are quite willing to give this consent, but they appreciate the compliment of being in the first place asked to give it.

Colonel Kennedy : This resolution about Motamids covers only the Mayo College. This Conference should certainly make some pronouncement concerning the needs of the other Colleges.

Mr. Mayne : I have given my views regarding our needs in a written memorandum.

Mr. Bell : I should like to have my views recorded, that this resolution, which insists that a better and more highly-educated class of Motamid is required, should be made applicable to the Aitchison College.

Major Dunlop-Smith : A rider could be added that the same principle would apply to the Rajkot and Aitchison Colleges, with the exception that the Motamids at the Aitchison College would be paid by the College as before.

Maharaja Scindia : The word "removing" should be omitted. That the Principal should suspend the Motamid is sufficient.

The Maharaja of Bikaner : I agree with Maharaja Scindia.

Major Dunlop-Smith's suggestion was then adopted, and the resolution was passed.

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#### NATIVE GUARDIANS (*Musahibs*).

Mr. Martindale then read the draft resolution upon the native guardians of boys.

Maharaja Scindia : We may omit the word "dismiss." As before, the power of suspension possessed by the Principal is sufficient.

The Maharao of Kutch : Why insist that the native guardian should take care of the boy during the holidays? He will then be under the control of his parents.

Mr. Martindale : It is not intended that the guardian should always have charge of the boy during his holidays; but in the comparatively rare cases in which such guardians are appointed, we want to ensure that we get men sufficiently trustworthy to be able to take entire charge of the boy whenever necessary.

Mr. Fraser : I would suggest altering the sentence to, "Parents should be impressed with the advisability of sending guardians capable of keeping alive the Collège influence during the holidays"

Mr. Mayne : I would insert the word "elderly" before guardian, as all Musahibs should be senior men, not under 40 years of age.

Mr. Fraser : My opinion is precisely the opposite. We want young men as guardians in preference to old men. They will associate more closely with their charges and exercise a greater moral influence. If they do not prove satisfactory, it is always in the power of the Principal to suspend them.

The Maharao of Kutch : An old boy from the College would make the best kind of guardian.

Mr. Waddington : It is inadvisable to lay down any fixed rule with regard to the minimum age of native guardians. The last sentence about referring to the Committee might be omitted, as the appointment of native guardians would naturally come within the scope of their powers.

Mr. Bell : The words "when formed" show that the resolution applies only to the Mayo College, as the other Colleges already have their Committees of Management.

Mr. Fraser : These words also seem to imply that we entertained doubts whether the Committee would be formed.

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SUBJECT X.—*The Number and Description of Servants to be attached to Boys.*

The last sentence was excised, and the resolution was then passed.

Mr. Martindale then read the draft of Resolution No. X.

The Thakur Sahib of Gondal : I would insert the words "of servants" after "College Staff."

The Maharao of Kutch . We might also leave out the words "at present." The sentence is itself worded in the present tense.

The Maharaja of Jaipur : A distinction should be made between Ruling Chiefs and Thakurs or subordinate Chiefs. The former should be allowed a larger staff of servants.

Mr. Fraser : The Principal will have full power in the matter, and can allow as many servants as he thinks fit.

Colonel Pears : A distinction between the two grades of boys has always been made at the Mayo College. There is a regular sanctioned scale of servants for a Ruling Chief and for an ordinary boy. It would be a mistake to alter it.

The proposal was then passed.

At the President's suggestion the six supplementary points formulated in a separate paper by Mr. Waddington (Enclosure No. III) were referred for preliminary examination to a Sub-Committee.

The Conference then adjourned.

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# CONFERENCE ON CHIEFS' COLLEGES.

## PROCEEDINGS OF THE FIFTH DAY.

16th March 1904.

The Conference met as usual at the Residency at 11 o'clock.

### THE GENERAL COUNCIL AND THE COLLEGE COMMITTEE.

The President: At our last meeting we reviewed the proposals which had been drafted in consonance with our previous discussions. Some were passed unanimously, others were reserved for further discussion. Two Sub-Committees were appointed, one to discuss the application to the Rajkot and Aitchison Colleges of the general principles which had been adopted by the Conference for the Mayo College, in connection with the Working Committee of the General Council. Colonel Hutchinson has handed in the report of his Sub-Committee. The other Sub-Committee was composed of Major Daly, Maharaja Scindia, the Maharao of Kotah, the Maharaja of Bikaner, and Mr. Waddington. They were asked to discuss and define so far as practicable the powers of the Principal and the Working Committee. Unfortunately Major Daly and Mr. Bell have been obliged to leave Ajmer. They have, however, left the result of their deliberations behind them in the form of a draft proposal.

Mr. Martindale then read the draft and said: This draft gives the Committee a clear position as an executive body, able to pass orders. There is only one proviso. If they wish their orders to be carried into effect at once they must be unanimous. The Commissioner of Ajmer will, according to this proposal, be *ex-officio* Secretary to this Committee. The Commissioner lives on the spot, he will be closely associated with the College, and he will be in a position to give very valuable assistance both to the Principal and the Committee. He will be the working member, and his duty will be to convene meetings and record the proceedings, but, having regard to his rank and position, the designation of Secretary should perhaps be avoided. As regards the powers of the Principal, he will be responsible for all the executive part of the College administration.

Maharaja Scindia: The Principal should immediately refer any matter which he regards as urgent to the Agent Governor-General, without waiting for a resolution from the Committee.

Mr. Martindale: I feel confident that the Conference will agree that the draft which I have read is eminently business-like and practical, and that it might safely be adopted at least tentatively. It formulates a sound workable scheme evoked from our discussion on the subject. It is of course open to revision, according to the dictates of experience.

Mr. Orange: The draft is an excellent one, and the Conference is deeply indebted to the Sub-Committee for the successful manner in which they have grappled with a difficult question.

The draft was then passed unanimously.

## THE SUB-COMMITTEE ON THE AITCHISON COLLEGE.

Mr. Martindale then read the views of the Sub-Committee, consisting of Colonel Hutchinson, Major Dunlop-Smith, Mr. Bell and the Nawab of Bhawalpur, on the changes which, in their opinion, should be introduced in the Constitution of the Aitchison College.

He observed that the main points of the report are, that two of the Ruling Chiefs who are at present only on the Board of Visitors, should be made members of the Committee of Management; that at least two members of this Committee must have sons or wards at the College; that the Political Agent in charge of the Phulkian States should be *ex-officio* a member of this Committee; and that the proposal providing better-paid and more highly-educated House-masters for the Mayo College, should be also adopted for the Aitchison College.

The report of the Sub-Committee was then passed unanimously by the Conference.

Colonel Kennedy: The Sub-Committee on the changes needed in the Rajkot Constitution sat for a long time yesterday. The majority came to certain decisions, which, however, have not as yet received the signature of the Maharao of Kutch. The Maharao wishes to be allowed some time for further consideration.

Mr. Martindale: In that case we may proceed to the report of the Sub-Committee which was formed to discuss the six supplementary questions raised by Mr. Waddington. They suggest that Mr. Waddington's questions 1, 2 and 4, in reference to regularity of attendance, scales of expenditure, and holidays, be reserved for the consideration of the Committee of Management.

This suggestion was adopted by the Conference.

Mr. Martindale: They also advise that Mr. Waddington's remarks on his third point be added as a rider under head of Curriculum.

This was also agreed to by the members present.

Mr. Martindale then read Mr. Waddington's remarks on his fifth point, namely, College accommodation, and the recommendations of the Sub-Committee thereon. He remarked: The Sub-Committee advise that an annexe be built on to the rear of the College Main Building, in order to provide the additional class-rooms which are urgently required. It would be built in the same style as the Main Building, of which it would form an integral part. The cost would be borne by the Government of India. The members of this Conference have visited the Mayo College, and seen the plans which have been drawn up for the proposed annexe, and are now in a position to criticise the findings of the Sub-Committee.

Mr. Orange: The College Main Building was designed by an architect who apparently had no knowledge of the requirements of a College. His ground plan allows for a central hall, ill-adapted for the

accommodation of classes, a library, a room for the Principal, one for the Principal's Office, and two class-rooms which, besides being small, are wedged in between the other rooms more like pockets or bunkers than proper class-rooms. The Sub-Committee propose an extension of this building on the same style and plan. The scheme will be very expensive, and I doubt whether it will provide the requisite amount of class-room. According to the new Curriculum there will be a lower College containing five classes. Above these there will be a bifurcation of studies for the three upper classes, each of which will be doing different work and should sit in a separate room. For the classes alone eleven rooms will be required. Then come the Principal's room and his office, a laboratory, and lecture room. The most important point is that there shall be ample accommodation for the classes, and in my opinion the amount of room required has been under-estimated by the Sub-Committee. Before their suggestions are accepted, the ground plan of the proposed annexe should be submitted for the approval of the Inspector of Chiefs' Colleges. I myself believe that it would be far better to build a separate building, for which ample space could be found within 50 or 100 yards of the present building. At a much smaller cost we could provide larger rooms and a greater number.

Mr. Martindale : I agree with Mr. Orange in thinking that the Sub-Committee's proposal will not provide sufficient class accommodation, if the new Curriculum is brought into force.

The Maharaja of Bikaner : Our educational authorities should decide how much accommodation is required, and then Sir Swinton Jacob might be asked to work out the details.

Mr. Waddington : The Sub-Committee's proposals are perfectly feasible and will satisfy all our educational requirements. I agree, however, with Mr. Orange that the extent of the accommodation required should, in the first case, be submitted to the Inspector of Chiefs' Colleges for his approval.

Colonel Hutchinson : If the annexe is to be built in the same style as the Main Building, it must be built of white and black marbles. The expense will be very great, and we must not forget that it will be borne by the Government of India. A separate building will be very much cheaper, and at the same time provide better accommodation.

Mr. Waddington : The idea of the annexe was first suggested by Sir Swinton Jacob, who was of opinion that it would add very greatly to the beauty of the present structure.

The Conference decided that the question of the required accommodation should be referred to the Inspector of Chiefs' Colleges ; if the proposed annexe satisfied all requirements, and the Government of India was willing to pay the cost, the annexe should be decided upon ; but otherwise a separate building was the more advisable.

Mr. Martindale: I have great pleasure in announcing that two Ruling Chiefs have come forward in the most liberal way in support of the Mayo College. His Highness the Maharaja Scindia has offered to provide a complete equipment for a Laboratory, and His Highness the Maharaja of Bikaner has expressed his wish to give the College a Cricket Pavilion. I am sure this Conference will join me in passing a hearty vote of thanks to the two Maharajas for their generous action.

As regards a gymnasium, a racquet court, and the other minor points noted in Mr. Waddington's list, under point No. 5, the Sub-Committee suggest that they should be submitted to the Committee of Management.

This suggestion was adopted by the Conference.

The Conference then proceeded to discuss Mr. Waddington's sixth point, the advisability of introducing corporal punishment. There was great divergence of opinion, and it was eventually agreed that there was no necessity to frame a resolution on the subject.

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#### THE SUB-COMMITTEE ON THE RAJKOT COLLEGE.

Mr. Mayne then read the proposals of the Sub-Committee (Enclosure No. VI) on the changes which seemed desirable in the Constitution of the Rajkot College, and added that the Committee wished these proposals to be embodied in the report of the Conference.

Mr. Orange: The Government of India earnestly desire to increase the interest of the Chiefs in these Chiefs' Colleges. In the Punjab no doubt the apathy of the Ruling Chiefs is a most regrettable feature, but I was unaware that the Rajkot College suffered from a lack of interest taken in its welfare by the Chiefs of Kathiawar.

Colonel Kennedy: Our Chiefs in times past have shown great interest in the College. The Committee's proposals by giving them greater power in the Council will, we hope, tend to increase this interest.

Mr. Mayne: Our Chiefs' desire that their powers, both on the Council and in the Committee, should be more clearly defined. This desire on their part is in itself evidence of the interest they take in the College. If they know clearly what their powers are, this interest will undoubtedly increase.

The President then, for the last time, passed in review the several subjects specially referred by the Government of India for the discussion of the Conference. He said that since the last meeting Mr. Orange had handed in a signed copy of the report of the Sub-Committee on the Curriculum, together with a memorandum of dissent recorded by the Raja of Sailana.

Mr. Martindale read this memorandum to the members, adding that although the Conference could not support His Highness' views, they were grateful to the Rajah for his valuable suggestions.

## RELIGION.

Mr. Martindale : The draft proposals on religious instruction were referred to the Sub-Committee for further discussion.

Maharaja Scindia handed in a fresh draft, which was signed by 8 out of the 10 Ruling Chiefs present in the Sub-Committee.

The President : I am in entire accord with Major Daly in regard to this question. The Conference invited the Ruling Chiefs present to discuss this matter, which is of the highest importance, and in which they are particularly concerned. They sat for four hours and discussed the case from almost every point of view. The three resolutions which they have handed in, signed by a large majority of their Committee, are of great value, and I would deprecate criticism of them at this time. They embody the opinions of the Chiefs, and as such we should consider them passed, subject to their practical adaptation to the College routine.

Major Beville : The Maharaja of Orchha was not present at the Sub-Committee, but I have since explained the matter to him, and he entirely agrees with the majority. This, therefore, numbers now 9 out of 11 votes.

The Maharao of Kutch : These are only draft proposals. There is no question of principle, but only one of time ; the difficulty being to adjust the time-table to the time given to religious training. I have taken the sense of most of the Chiefs present, and they agree with me that one hour twice a week for religious instruction and half an hour daily for Sandhya and devotions generally, are quite sufficient for the religious needs of the boys.

Maharaja Scindia : The question of fitting the hour for religion to the Curriculum might very well be left to the Principal, in consultation with the Committee of Management.

Mr. Martindale then read the draft proposals, which were passed without further discussion.

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SUBJECT V.—*Question of Fees.*

The President then passed on to question V. of the Government of India in regard to the payment of fees, and read the draft resolution, to the effect that all boys from provinces other than Rajputana should pay fees according to their rank and means.

Mr. Fraser : I beg to propose the following amendment : "Boys from provinces other than Rajputana and Central India should pay fees." It is intended to make the Mayo College a common institution for both provinces; and hence they should be put on an equal footing. Let us remove all possible source of unpleasantness.

The Maharaja of Bikaner : I quite agree with Mr. Fraser. Let us admit the Central India boys on equal terms with our Rajputana boys.

Mr. Waddington : To Mr. Fraser's amendment I should like to add these words, "Because the Daly College is in future to be regarded as a feeder of the Mayo College."

Mr. Fraser : If the Rajputana boys pay no fees, the Central India boys should be allowed to come to the Mayo College free. This privilege should not be granted to a Central India boy whose State has subscribed nothing to the Daly College. To obtain the privilege his State should have subscribed to the Daly College at least as much as the minimum subscription paid to the Mayo College. Rajputana and Central India will then form one group. This will be our recruiting area, and we have no desire to poach on the preserves of the Rajkot and Aitchison Colleges, which are respectively the Bombay Presidency and the Punjab.

Maharaja Scindia : My desire is to see complete reciprocity among all the Chiefs of India, irrespective of College or Province, subscriber or non-subscriber. I appeal to the generosity of the Rajputana Chiefs to waive this question of levying fees, at least from those boys whose States have subscribed to the Daly College.

Mr. Fraser : It is quite right that a boy of means should pay for his education, but in Rajputana the line adopted was, that the State paid a subscription to the Mayo College Endowment Fund, and thereafter sent its boys free. For Central India let us apply the same rule, inserting the Daly College instead of the Mayo College. But this is no argument for extending this privilege to those boys whose States have paid nothing to either College.

Colonel Pears : How would the Maharaja of Gwalior's appeal affect the finances of the College ? If no fees were levied, a much larger sum would be required from the Government of India for the maintenance of the College.

Mr. Waddington : The money lost by not charging fees would depend on the number of boys who came to us from Central India. If a large number of boys came, the expenses of College maintenance would increase. I agree, however, with Mr. Fraser. Each Rajputana Chief subscribed a certain proportion of his income. This proportion might be fixed for Central India, in reference only to those States who subscribed originally to the Daly College.

The Maharaja of Bikaner : The proportion was 4 per cent. of average income.

Major Dunlop-Smith : I support Mr. Fraser's amendment. The principle laid down by the Government of India is—levy fees as far as possible. On the other hand it is apparently not possible to levy fees from the Chiefs of Rajputana. The Government evidently desire to put the Chiefs of the two provinces on the same footing as regards fees. They make no reference to subscribers or non-subscribers to the Daly College, but draw a distinction between Rajputana and Central India on the one hand, and all India on the other. The loss of income suffered by the non-levying of fees will be trifling and unworthy of consideration, compared to the danger of limiting the recruiting area of the College, and of alienating the sympathies of the Central India Chiefs, who will be receiving differential treatment for no adequate reason.

Mr. Orange: I agree with Mr. Fraser, but I would go a step further and not only not differentiate between Rajputana and Central India, but also not between subscribers and non-subscribers to the Daly College. As regards the loss of income we must not forget our new Constitution, whereby Chiefs from Central India will become members of the Mayo College Council, when they will be given an opportunity, of which, I am sure, they will avail themselves, of subscribing to the Endowment Fund.

Major Beville: In Central India there are 150 States. Of these the great majority subscribed to the Daly College. I do not know how much was contributed, but the Endowment Fund is Rs. 43,800, and besides there was the cost of the College building, the Boarding-houses, etc. When the notice regarding the reduction of the Daly College was sent to the Chiefs, many of them expressed their willingness to subscribe to the Mayo College and to send boys, but before doing so they said they would await the publication of the results arrived at by the present Conference. I agree with Mr. Orange, and would not differentiate between any of the States of Central India.

Mr. Fraser: I understand one of the Chiefs of Rajputana has not subscribed to the Mayo College Endowment. If he sent a boy to the College I presume that boy would be asked to pay certain fees. The Chiefs of Central India can urge no claim to be treated better than a Rajputana Chief, and this would happen if we admitted all the Central India Chiefs free to the College. Therefore, I say, we must make some difference in Central India between those who have subscribed to the Daly College and those who have not.

Mr. Martindale: The Chiefs of Rajputana do not wish to lose their privilege of sending boys free of charge to the Mayo College. They would reasonably object if their houses were filled with Central India boys to the exclusion of any boys they themselves might wish to send. If we appeal to their generosity to allow a Central India boy to live in one of their boarding-houses, they would give the necessary permission without hesitation, but if the arrangement were a permanent one, a feeling would remain, though it might not be openly expressed, that they were not being treated quite fairly.

Mr. Fraser: The argument put to the Rajputana Chiefs might be expressed in this way. To waive the right of levying fees on boys from Central India is consonant with the traditional generosity of the Rajput nobility. And, secondly, by getting in the Central India Chiefs, the Mayo College has already nearly doubled its numbers. To give better education to these boys the Government has provided an increased and highly-salaried staff of English Professors. If the Government had thought that the recruiting ground would be limited to Rajputana it probably would have refused to incur so great an expense. By not charging fees there may be a small initial loss, but this I do not doubt will be amply repaid in the near future by donations from the Central India States. In this connection the example set by the Maharaja Scindia is most gratifying. The Government is desirous of drawing the Chiefs

of the two provinces into a closer union, and for this reason invited the leading Central India Chiefs to this Conference to give the Mayo College the benefit of their advice. Nothing but advantage can accrue to the College by this *rapprochement*. It is better for the Mayo College to stand upon two legs than upon one.

Colonel Hutchinson : I understand that at the Mayo College there are various boarding-houses built and maintained by the different States. Each boy lives in the house which has been erected by his State. If an outsider enters the College, permission has first to be obtained from the State before the boy can live in its boarding-house. In this case will the outsider pay a share of the upkeep of the boarding-house, a room in which he occupies, or will he live entirely free of any cost whatever ?

Mr. Waddington : He would be expected to pay a share.

Major Beville : Four boys from Panna live in the Jhallawar house, and for some time, as they were the only boys there they paid for the entire upkeep of the house. Other boys have now come, but my boys still pay a share.

Colonel Pears : His Highness the Maharaja of Jaipur has asked me to make the following suggestion in his name, that the Chiefs of Rajputana should waive all question of taking fees from Chiefs of other provinces, not only of Central India, but of the whole of India. Should any Chief wish to contribute towards the expenses of the College, he will be at liberty to do so ; and if the College is in actual need of funds, an appeal might be made to those States who have benefited from the education given. But in no case should fees be levied. Judging by the example of generosity set by the Maharaja Scindia, the Maharaja of Jaipur does not think any anxiety need be felt on the score of insufficient funds.

Mr. Mayne : Would the Maharaja extend this favour to Chiefs from Bombay and the Punjab ?

Colonel Pears : The Maharaja desires only to show a way out of the difficulty. He has no wish to encroach upon your recruiting ground.

The Maharaja of Bikaner : I entirely agree with the Maharaja of Jaipur's suggestion. Let us waive all fees and trust to the generosity of the Chiefs. I have no desire to draw away boys from other Colleges, but if a Chief from any province in India, including Bombay or the Punjab, wishes to enter the Mayo College, we should not exclude him.

The Maharao of Kotah : I quite agree with the Maharaja of Jaipur, and ask to be allowed to modify the opinions expressed in the paper which I have handed in.

Maharaja Scindia : My desire is to see complete reciprocity among the Chiefs of India. No one College should flourish at the expense of the others. We do not want the Chiefs' Colleges to be rivals jealous of each other and ready to poach on each other's preserves. But we want them to be friends and to flourish under the stimulus of a healthy competition.



Mr. Waddington: I would make no distinction as to whether a Chief has subscribed to the Daly College or not, but I think a reservation ought to be made with regard to Bombay and the Punjab.

Colonel Pears: The Maharaja of Jaipur's proposal might be worded so as to apply only to those provinces which had the right to send members for nomination to the College Council.

Major Dunlop-Smith: I agree with Colonel Pears.

Mr. Mayne: It is quite possible that His Excellency the Viceroy might nominate Chiefs from Bombay or the Punjab.

The Maharao of Kutch: I agree with Maharaja Scindia. Let us have complete reciprocity without any limitations.

Mr. Mayne: The Rajkot College cannot exist without fees. If the Mayo College opens its doors to every new comer gratis, it is not to be expected that a Chief will continue to pay Rs. 100 to Rs. 200 a month to the Rajkot College when he can get as good an education for nothing at Ajmer.

The Maharaja of Bikaner: If there is any danger of this, we must charge fees only to those boys who may come from Bombay or the Punjab.

Colonel Pears re-read the draft which he had prepared, to embody the Maharaja of Jaipur's proposal. No tuition fees should be charged on account of a boy joining the College from any State within the area from which the General Council may be elected, as defined in Resolution I., except such fees as are at present, or shall in future, be paid by boys from Rajputana. The Chiefs of Rajputana trust that the generosity of Chiefs from other provinces will prompt them to offer donations or other gifts to the Mayo College.

The Maharao of Kutch: I prefer to leave out all distinctions which would bar Bombay or the Punjab from sending boys to Ajmer. After all, very few boys would be sent, as no Chief would wish to injure his own local College, and moreover the expense of sending a boy such a distance would be great.

Mr. Martindale: The sanction of His Excellency the Viceroy is required for the admission to the Mayo College of every boy from outside provinces. If the Maharao of Kutch wished to send a boy to the Mayo College his application would be forwarded by the Principal and the Committee of Management, through the Agent Governor-General, to the Government of India, who would pass final orders on the subject.

The Maharao of Kutch: If the Government granted its sanction for a boy from Bombay, would he have to pay fees?

Colonel Pears: Bombay and the Punjab are outside the specified area, and their boys coming to the Mayo College would have to pay fees.

Maharaja Scindia and the Maharaja of Bikaner agreed with the Maharao of Kutch in preferring to withdraw all distinctions which would exclude Bombay and the Punjab.

The proposal was then put before the Conference and passed.

Mr. Martindale then remarked that the resolutions drawn up in reference to Subjects VI, VII, and IX had been passed unanimously. Question VIII, including the Maharaja of Bikaner's proposal to separate the elder boys from the younger, had been referred to the suggested Committee of Management. He then read the original draft proposal in answer to Question X, regarding the number and description of servants. The general opinion was that the number of servants should be kept as low as possible, but one member wished to discriminate between Ruling Chiefs and other boys in the number of servants they should keep. Mr. Martindale then read the written reply of the Maharaja of Jaipur to this question, and also the opinions of the Government of India, adding: We are all agreed that it is impossible at this stage to substitute a complete staff of College servants for those the boys bring with them. We are not, however, agreed as to the number of servants a boy should bring.

Mr. Orange: A general description of the state of things actually existing at the three Colleges might be sent to the Government of India, and the matter be left for them to decide.

Mr. Waddington: At the Mayo College the maximum number of servants belonging to any one boy is 12. Only one boy has this maximum. The minimum is one. The average number is 2, 3, or 4. Very few boys have 5. This does not include grooms for the horses. It was once laid down that a Ruling Chief may have 10 servants, not including grooms.

Colonel Hutchinson: The rule at the Aitchison College is that no boy must have more than 3 servants—a cook, a body servant and a groom. This rule is only broken in the case of Ruling Chiefs and other boys who require special accommodation. Most boys have 1 to 3 servants, including grooms. The maximum number is 5. Only one boy has this maximum number.

Major Dunlop-Smith: This is because there are few Ruling Chiefs at the Aitchison College.

Mr. Mayne: The number of servants at the Rajkot College is kept down as low as possible, but there is no rule specifying the exact number of servants a boy should bring. Mohamedans joining a common mess bring two servants. The maximum number of servants is 4, including grooms and Musahibs.

Mr. Waddington: Any reform to lessen the number of servants should be worked out by the Committee of Management, in consultation with the Principal. The introduction of common messing will tend to lessen the number.

Mr. Mayne: I would suggest the following proposal:—This Conference is of opinion that as a general principle the servants should be as few as possible. The carrying-out of this principle in individual cases should be left to the Committee of Management, in consultation with the Principal.

The Maharao of Kutch: Should we include in this proposal a recommendation with regard to the substitution of a complete staff of College servants?

Mr. Mayne: This substitution is desirable but absolutely impracticable.

The Maharao of Kutch: If we cannot have all the servants College servants, some at least should be.

Mr. Waddington: That is the case now.

Mr. Martindale, at the suggestion of the Maharao of Kutch, made this addition to Mr. Mayne's proposal: "There is a general consensus of opinion that a College staff of servants should be gradually substituted as far as possible."

The proposal was then passed by the Conference.

Mr. Martindale then read the Note, which forms Enclosure VIII, prepared by Major Daly, regarding the wish of some of the Central India Chiefs to see the Daly College at Indore restored to its former status instead of being reduced to the level of a secondary school, a mere feeder to the Mayo College. They hoped that the Government of India would reconsider its decision and do for the Daly College what it had done for the College at Ajmer. They proposed in return to do for the Daly College what the Chiefs of Rajputana had done for the Mayo College. They pledged their earnest support, and were ready to guarantee an attendance of 100 boys. They had already held an informal meeting, in which over five lakhs of rupees had been promised, and they were confident that a much larger sum would be forthcoming should the Government of India be pleased to regard their proposition with favour.

Mr. Martindale then said:—

Your Highnesses and Gentlemen,—We have now arrived at the conclusion of our labours, but before we separate, I should like to say how very warmly I appreciate the assistance I have received from one and all of the members of this Conference, and my keen sense of the courtesy and forbearance which you have extended to myself as President. I am painfully conscious of my shortcomings in that capacity, and I am the more grateful to you for having made my task so pleasant and so easy.

I regard it as a high privilege and honour to have been associated with this Conference, the most influential which has ever been convened in Rajputana, and more truly representative, I believe, than any which has ever been assembled in India to consider the important questions which His Excellency the Viceroy has referred to us.

Our discussions have been to me of surpassing interest. Every shade of opinion has been expressed and freely ventilated. Every member has shown a keen practical interest in the subjects which it has been our duty to consider. One and all at great inconvenience to themselves personally have ungrudgingly given their time and labour to securing the best possible solutions in the interests of the community at large.

I began our proceedings on the 11th instant by offering you a hearty welcome to Rajputana. I will conclude by saying how much I and all of us in Ajmer, have enjoyed your stay among us, by wishing we could have done more to make your visit agreeable, and by assuring you that we shall be only too glad if you find yourselves able to pay Rajputana another and a longer visit at no distant date.

Maharaja Scindia, in the name of the Chiefs from Rajputana and Central India, begged to tender his hearty thanks to His Excellency the Viceroy for the great honour he had conferred upon them in nominating them members of the Conference, and to Mr. Martindale for his great patience and kindness in listening to the expression of their opinions.

Mr. Martindale thanked Maharaja Scindia and the Chiefs whom he represented for their kind vote of thanks, adding that the Report of the Proceedings, together with Mr. Sherring's notes of the discussions, would be forwarded to the Government of India as soon as they could be printed.

Colonel Hutchinson proposed a vote of thanks to Mr. Sherring, the Secretary of the Conference. This was seconded by Mr. Martindale and passed by the members present.

The Maharao of Kotah : I suggest that a formal request be made to the Government of India to supply every member of the Conference with a copy of the proceedings.

This was agreed to, and the Conference then concluded its sittings.

HERBERT SHERRING,

*Secretary to the Conference.*